inventory of research into higher education in canada

inventaire des recherches sur l'enseignement supérieur au canada

1984

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Association
of Universities
and Colleges
of Canada

Association
des Universités
et Collèges
du Canada

ISSN 0318-3829

ISBN 0-88876-079-5

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Association of Universities and Colleges of Canada
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$6.00 post free/port payé

INTRODUCTION

This is the twelfth edition of the annual *Inventory of Research into Higher Education in Canada*. It contains the descriptions of some 260 projects which deal with research and practical developments in post-secondary education, its activities and characteristics. We are most grateful for the cooperation we have received in preparing this issue.

The projects, which are entered in the language in which they were reported, are grouped under six categories (see Table of Contents) and presented in the following format:

a) title;
b) brief description;
c) (estimated) date of completion;
d) name and address of researchers;
e) source of further details if other than the researchers mentioned above;
f) publication arising from the project: title, where published or available, etc.

Universities where researchers are located are indicated by name only; their addresses may be found at the end of this booklet. The addresses of other institutions are included in the project descriptions.

This issue of the *Inventory* does not replace preceding ones; previously published projects have been re-entered only in case important changes were reported.

March 1984

J.F.H.
A.M.K.

INTRODUCTION

Voici la douzième édition annuelle de l'*Inventaire des recherches sur l'enseignement supérieur au Canada*. Elle contient la description d'environ 260 travaux qui portent sur la recherche et les réalisations positives dans le domaine de l'enseignement postsecondaire et sur les activités et les caractéristiques particulières à ce domaine. Nous sommes reconnaissants à tous ceux qui nous ont secondés dans la préparation de cet inventaire.

Les travaux, inscrits dans la langue dans laquelle ils ont été communiqués, sont groupés sous six rubriques (voir la table des matières) et présentés ainsi qu'il suit:

a) titre;
b) courte description;
c) date (prévue) d'achèvement;
d) nom et adresse des chercheurs;
e) source de détails additionnels autre que les chercheurs susmentionnés;
f) publication émanant des travaux: titre, lieu de publication, endroit où la publication est disponible, etc.

Seuls les noms des universités où se trouvent les chercheurs sont indiqués; les adresses se trouvent à la fin de la brochure. Les adresses des autres établissements paraissent dans les descriptions de travaux.

Le présent *Inventaire* ne remplace pas les précédents; les travaux déjà publiés ne sont pas inscrits de nouveau à moins que des changements importants n'aient été signalés.

Mars 1984

J.F.H.
A.M.K.

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Organisation et structures; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme; développement international.

A1 a) Seeking a balance, the University of Saskatchewan, 1907-1982. b) History of the University of Saskatchewan from its origins in 1907 through 1974 with a slight treatment of the years since 1974. It concentrates on the ways in which the University was unique and traces the problems that have led to the weakening of the uniqueness. The University began as the sole post-secondary institution in the province, supported by the state but basically independent. It was a traditional university but emphasized the sciences and professional education. It also emphasized practical services to the government and the people of the province. Much of this has been modified or has significantly changed. c) Early 1984. d) J.M. Hayden, Dept. of History, University of Saskatchewan. f) To be published by UBC Press, early 1984.

A2 a) Research service facilities for the social sciences and humanities in Canada. b) Study by phone interviews of research service facilities known, used and desired. c) 1983. d) J.E. Trent, Dept. of Political Science, University of Ottawa. f) Study for the Social Sciences and Humanities Research Council of Canada.

A3 a) Scientific and professional issues of the social sciences in Canada in the 1980s: the unloved middle brother syndrome. b) History and analysis of development of social science issues and funding in Canada, 1940-1985. c) May 1983. d) J.E. Trent (see above). f) In J.E. Trent and P. Lamy, eds., *Social science and policy issues in the 1980s: North American perspectives*, University of Ottawa Press, 1984.

A4 a) The political role of a provincial continuing education association. b) Historical introduction and case study analysis of the representational/advocacy role of the Alberta Association of Continuing Education. c) June 1984. d) H.W. Roberts and A.A. Eisiedel, Fac. of Extension, University of Alberta.

A5 a) Senate committee report on textbook selection and academic freedom. b) Committee of the Memorial University Senate to investigate procedures and policies for textbook selection and to make recommendations, especially regarding the question of academic freedom. Essentially, it was recommended that there be no policies about uniformity in multi-section courses beyond the department level and that in general the competence of instructors be respected. c) Oct. 1983. d) E. Bullock, Committee chairman, Dept. of Chemistry, Memorial University. f) Obtainable from G. Collins, Registrar and Secretary of Senate, Memorial University.

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A6 a) State of discipline review - psychology. b) Review of the discipline of psychology: its current status and possible future developments with respect to its research, teaching and service delivery functions. c) 1984. d) T.V. Hogan, et al., Canadian Psychological Association, 558 King Edward Ave., Ottawa, Ont. K1N 7N6.

A7 a) The 80s and 90s. b) Submission to the Nova Scotia Royal Commission on Postsecondary Education. c) 1983. d) The President, Saint Mary's University.

A8 a) A century of formal pharmaceutical education in Ontario, 1882-1982. b) Brief overview from the first formal school established in 1882 by the Ontario College of Pharmacists, the provincial licencing body, to the present, with the separation of the Faculty of Pharmacy as a distinct administrative division within the University of Toronto in 1953 as a highlight. c) 1983. d) E.W. Stieb, Fac. of Pharmacy, University of Toronto. f) *Can Pharm J*, 116(1983) 104-107; 153-157.

A9 a) The Montreal College of Pharmacy and McGill University, a testament to the Anglo- versus the Franco-Canadian influence on professional development in Quebec, 1864-1932. b) In Quebec, the earliest professional pharmaceutical activities seem to have come from English rather than French pharmacists/wholesalers/manufacturers, beginning just before Confederation on the British model. The Montreal Chemists' Association of 1864 gave way to the Montreal College of Pharmacy, a professional association, licencing body and educational institution. Instruction was entirely in English until the late 1880s. The teaching function came under the aegis of McGill University in 1917, with the last graduates in 1932. Meanwhile, Laval in Montreal in 1906 (succeeded by the University of Montreal in 1919) and Laval in Quebec City in 1924 launched two French-speaking schools which continue to the present time. There has been no English-speaking school of pharmacy in the province since the McGill facility closed. c) Spring 1984. d) E.W. Stieb (see above); R.J. Clark, Fac. of Education, University of Western Ontario.

A10 a) A history of teacher education in Manitoba. b) History from the inception of formal training programs in 1882 to an analysis of programs and issues as they existed in 1982. c) April 1984. d) A.D. Gregor, D. King and K. Wilson, Fac. of Education, University of Manitoba. f) *Monographs in Education* series, Fac. of Education, University of Manitoba.

A11 a) Some questions of balance: human resources, higher education and Canadian studies/Où trouver l'équilibre: ressources humaines, enseignement supérieur et études canadiennes. b) Commentary and analysis of a number of questions currently affecting higher education and Canadian society: faculty citizenship, age structure of the professoriate, financing higher education, foreign students, role of women in academic life, the "PhD dilemma", and related matters. c) Aug. 1983. d) T.H.B. Symons, Trent University; J.E. Page, Secretary of State Dept., Ottawa, Ont. K1A 0M5. f) Available from AUCC Publications, 151 Slater St., Ottawa, Ont. K1P 5N1, Feb. 1984, $10 either English or French text.

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A12 a) Saskatchewan community colleges - a shattered dream, 1971-1981. b) The thesis argues that the development of government bureaucracy and political repriorizations have led to a dislocation of the original intent of Saskatchewan colleges. c) Sept. 1983. d) P. Kalyn, Natonum Community College, Box 1810, Prince Albert, Sask. S6V 5J9.

A13 a) Memorial University College oral history project. b) Account of the first quarter-century of Memorial University and its students, 1925-1949; based chiefly on interviews with several dozen former students, faculty members and friends of the college, and utilizing as well college records and other sources. Monograph. c) 1985. d) M. MacLeod, Dept. of History, Memorial University.

A14 a) Rapport sur l'aide à la recherche et aux études supérieures en génie/Support of research and graduate studies in engineering. c) 1984. d) Conseil de recherches en sciences naturelles et en génie du Canada/Natural Sciences and Engineering Research Council of Canada, Ottawa, Ont. K1A 0R6.

A15 a) Evaluation du transfert au secteur industriel des résultats de recherche effectuée dans les universités/Evaluation of the transfer of research results from university to industry component. b) Projets de recherche avec applications industrielles et bourses de stages industriels/Project research applicable to research and senior industrial fellowships. c) 1984. d) CRSNGC/NSERCC (voir plus haut/see above).

A16 a) Report on the career status of ex-NSERC scholars. c) 1983. d) NSERCC (see above).

A17 a) Indicateurs économiques de la recherche universitaire 1974-75 à 1979-80. b) Analyse comparative de l'évolution des subventions à la recherche universitaire au Québec et dans les autres provinces canadiennes, reposant sur une série chronologique d'indicateurs de ressources, essentiellement de nature macro-économique. Le rapport (177 p.) est composé de deux parties: présentation du cadre méthodologique et des sources des données utilisées; analyse de l'évolution de 29 indicateurs au Québec et dans le reste du Canada. Des mises à jour annuelles sont prévues. c) Oct. 1983. d) Marc Caron, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education, 1035, De La Chevrotière, Edifice G, 20e étage, Québec (Qué.) G1R 5A5.

A18 a) La recherche subventionnée et commanditée dans les universités du Québec, 1981-82. b) A partir des données recueillies dans le cadre de l'Inventaire de la recherche subventionnée et commanditée dans les universités du Québec, année universitaire 1981-82, rendre disponible un bilan statistique détaillé faisant état des divers aspects de la recherche universitaire: ampleur de la recherche, secteurs disciplinaires, pourvoyeurs de fonds, pour chacun des établissements du réseau universitaire du Québec. c) Fév. 1984. d) Marc Caron (voir plus haut).

A19 a) The tower and the cloister: prospectus for an advanced institute for religion and social ethics at the University of British Columbia. b) Argument for the development of values oriented think-tank planning within the

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structure of the mega-university, and brief prospectus containing general guidelines for an advanced institute. Text: 11 p. plus 28 p. appendices. c) Aug. 1983. d) D.L. Jeffrey, Dept. of English, University of Ottawa. f) Available from President's Office, University of British Columbia.

A20 a) Répertoire des ressources des universités canadiennes pour le développement international/Directory of Canadian university resources for international development. b) A 363-page guide for institutions, agencies and individuals wishing to use the resources of Canadian universities for international development activities. It lists academic disciplines related to international development, areas of specialization, research centres, international offices, experience in Third World activities and the number of Third World students in university programs, covering the academic year 1982-83. c) 1983. d) Eva Egron-Polak, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1. f) Available from AUCC Publications, $10.

A21 a) French studies in the undergraduate curriculum: a needs analysis. b) Investigation of needs and desires for French language skills in the undergraduate student body at Carleton University, through a questionnaire issued to some 850 full- and part-time students, faculty in twelve departments/schools, and business representatives in the Ottawa-Carleton area. It was revealed that students' perceptions of their desired proficiency in French and the perceptions of faculty and employers do not match. Oral French language skills are very much in demand by the majority of students. Some implications for university language studies emerge. Report, 99 p. c) March 1983. d) Anne Donaldson and Janice M. Yalden, Centre for Applied Language Studies, Carleton University.

A22 a) Will high technology be the salvation of Canadian higher education? b) Review and assessment of the implications for higher education of the book *Global stakes: the future of higher education in America* (James Botkin et al., Ballinger Publishing Co., 1982). c) Jan. 1983. d) M.L. Skolnik, Higher Education Group, Ontario Institute for Studies in Education.

A23 a) Alternative futures in higher education. b) Examination of the futures context of higher education based upon the work of leading futurists, addressing the implications of various futures scenarios for higher education; identification of recent innovations and alternative developments in higher education, including those in the United States; and discussion of the mutual impact of developments in higher education and in technology and society. c) Ongoing. d) M.L. Skolnik (see above).

A24 a) Diversity in Canadian higher education. b) To examine the higher education system regarding its interinstitutional diversity, describe the extent of diversity in relation to higher education in the United States, examine arguments for and against greater diversity, analyse institutional factors influencing diversity (such as Bill 41 in Ontario) and, if required data are available, apply measures of system diversity similar to those developed by Birnbaum (*Maintaining diversity in higher education*) for the United States. c) Sept. 1985. d) M.L. Skolnik (see above).

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A25 a) Community college systems in Canada. b) Analysis of the history, development and current status of community colleges and related institutions in the ten provinces, with attention given to issues such as governance, collective bargaining, students, future planning, etc. c) Dec. 1984. d) J.D. Dennison, Fac. of Education, University of British Columbia; P. Gallagher, Capilano College, 2055 Purcell Way, North Vancouver, B.C. V7J 3H5.

A26 a) Intermediary bodies in higher education - a case study. b) Analysis of advantages and disadvantages which accrue from establishing intermediary bodies in university systems, based on a comparison between British Columbia and Alberta. c) Jan. 1984. d) J.D. Dennison (see above); L. Southern, Universities Council of British Columbia, 500-805 West Broadway, Vancouver, B.C. V5Z 1K1.

A27 a) Working model for a Canada-wide information service for the postsecondary sector - a feasibility study. b) After identifying the needs and priorities of the postsecondary sector in the area of media, which was defined to include tele-communications, learning systems, distance education and new information technologies, the study was conducted by the use of computer conferencing to create a working model for a Canada-wide information service for educators involved in media. c) Oct. 1983. d) Task force chaired by Kathleen Forsythe, Learning Systems, Knowledge Network, Box 3200, Victoria, B.C. V8W 3H4.

A28 a) Case study - British Columbia - higher education and the integration of a new technology. b) To give an account of the emergence of the "Learning System" in higher education in British Columbia and to describe the system as it exists at present, with particular focus on the effect of the integration of telecommunications satellites on higher education. Report, 61 p. c) Nov. 1983. d) Kathleen Forsythe (see above); Valerie Collins, University of Victoria.

A29 a) A historical introduction to the teaching of international law in Canada : 1951-1982. b) Courses, seminars, lectures, professors and research on and about public international law from the time it was first taught (1851) to 1982. Covers 21 law schools. Monograph. c) 1985. d) R. St. J. Macdonald, Fac. of Law, Dalhousie University.

A30 a) Research profile - Maritime postsecondary institutions. b) Description of institutional resources; targeted research performed by institutions, by faculty, department, title, contractor and amount of funding; research capacity in departments where targeted research is ongoing; and major specialized resources by department. c) Summer 1983. d) Maritime Provinces Higher Education Commission, P.O. Box 6000, Fredericton, N.B. E3B 5H1.

A31 a) Collège Ahuntsic - une ressource communautaire. b) Il s'agit de connaître la zone d'influence du collège Ahuntsic et les indicateurs qui la composent pour que le collège puisse établir ses objectifs institutionnels. Le principal objectif est donc de relever des données, issues plus particulièrement du domaine socio-culturel, sur des indicateurs en fonction des besoins du collège comme pourvoyeur de services pour sa population scolaire. c) Juin 1984.

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d) Paul Inchauspé, Collège Ahuntsic, 9155, rue Saint-Hubert, Montréal (Qué.) H2M 1Y8.

A32 a) Vocation régionale du collège de la Gaspésie. b) Le projet a pour objectifs l'identification des problèmes, la formulation de recommandations, la préparation de l'action et le choix des orientations à prendre, la proposition d'axes de développement général et la définition du processus permanent de révision. Les étapes nécessaires à la réalisation du projet sont l'analyse des indicateurs statistiques sur la clientèle au collège (prévisions, inscriptions, distribution de la clientèle, séjour, mouvements migratoires, taux de passage, diplômes et placement des diplômés), les consultations interne et externe au collège et la formulation des recommandations. c) Juin 1984. d) Gilles Boudreault, Collège de la Gaspésie, C.P. 590, Gaspé (Qué.) G0C 1R0.

A33 a) Growing with Alberta. b) A 40-page report presenting a comprehensive historical review of university education in Alberta from 1905 till the present. c) 1983. d) Gail Kun, University of Alberta. f) Available from Office of Community Relations, University of Alberta.

A34 a) Research activity in the social sciences: funding, productivity and attitudes of university-based social scientists. b) The study's purposes are to determine the level of social science research activity in Canadian universities and the funding available to support it, to identify the nature of social science research and the audience for which it is intended, to determine the factors that deter greater research activity and those that lead to the current low participation rate in SSHRC programs, to analyse the role of SSHRC, and to outline the implications of the study's findings for SSHRC's policies. Report, 76 p., 27 tables. c) 1983. d) J.G. Adair, Dept. of Psychology, University of Manitoba; R. Davidson, Social Science Federation of Canada, 151 Slater, Ottawa, Ont. K1P 5H3.

A35 a) Research and development in Canada: slip, sliding away. b) The 27-page report describes the sources and levels of funding for research and development; discusses basic versus applied research, federal support for the social sciences and the funding of indirect costs associated with research; proposes a council on university research; and makes recommendations regarding these items. c) Nov. 1983. d) B. Tate, Canadian Federation of Students, 126 York St., Ottawa, Ont. K1N 5T5.

A36 a) Les études de la femme à l'Université de Montréal: inventaire et répertoire. b) Rapport de recherche sur les enseignements et les recherches, y inclus les mémoires et les thèses complétés, portant en tout ou en partie sur l'un des aspects de la condition de la femme. c) Sept. 1983. d) Renée Collette-Carrière, 380, Eugène, Fabreville, Ville de Laval (Qué.) H7P 2R7; Marie-Andrée Bertrand, Ecole de criminologie, Université de Montréal. f) Sera publié par le Comité permanent sur le Statut de la Femme, Université de Montréal.

A37 a) Recherche sur les fondements théoriques, les protocoles d'investigation et l'analyse des résultats des modèles de recherche-action d'inspiration anthropologique dans les sciences de l'éducation. b) Etablir les fondements théoriques, dégager les caractéristiques scientifiques, analyser différents

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modèles situationnels et les schémas d'analyse de différents modèles de recherche-action en éducation. Etudes sur le terrain au niveau universitaire et hors de l'université et critique théorique des différents courants de pensée, sociologique, anthropologique, psychosociologique et pédagogique dans le but de parvenir à des critères plus rigoureux d'enrichissement du savoir. c) Août 1984. d) André Morin et Sélim Kfoury, Fac. des sciences de l'éducation, Université de Montréal; F. McMahon, Fac. St-Jean, University of Alberta. f) Rapport en octobre 1984, manuel en 1985.

A38 a) Postsecondary education and the changing economy. b) Review of some of the implications of changes in technology and in industry growth rates for postsecondary education. c) Spring 1984. d) L. Buchanan, Economic Council of Canada, P.O. Box 527, Ottawa, Ont. K1P 5V6. f) Economic Council of Canada, *Twenty-first annual review*, 1984.

A39 a) Solitudes and communities: a review of prospects and options for social sciences and humanities research library resources in the 1980s/Les bibliothèques: organismes indépendants ou systèmes coopératifs - une étude sur les perspectives et les options qui s'offrent aux ressources des bibliothèques de recherche en sciences humaines dans les années quatre-vingt. b) Reviewing developments in university research libraries based on data published in the last five years, the bilingual report deals with the financial situation of such libraries, cooperation among them, the state of their collections, their adequacy for social sciences and humanities research, and the impact of new technologies. It concludes with recommendations regarding ways in which the Social Sciences and Humanities Research Council might help alleviate problems. c) Dec. 1983. d) T. Cheney. f) Published by SSHRC, Box 1610, Ottawa, Ont. K1P 6G4.

A40 a) Evaluation of the occupational therapy program at Mohawk College of Applied Arts and Technology. b) Study to determine whether Mohawk graduates are working as occupational therapists in Ontario, are performing the same tasks as other occupational therapists, are competent on the job, and are accepted by the profession. Report, 95 p. c) March 1983. d) Helene J. Polatajko, Fac. of Occupational Therapy, University of Western Ontario. f) Available on microfiche (ONC 007) from Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M7A 1N8.

A41 a) A fair shake: autobiographical essays by women associated with McGill University. b) About 30 essays written by women associated with McGill as students, administrators or faculty members from the early years of the century to the present. They include recollections of both pioneers and contemporary women (authors, physicians, economists, administrators, scientists, etc.), providing first-hand insights into personal careers and also aspects of the social history of McGill, Montreal and Canada. c) Oct. 1984. d) Margaret Gillett and Kathleen M. Sibbald, compilers and editors, Fac. of Education, McGill University. f) To be published by Eden Press, Montreal.

A42 a) L'impact du financement fédéral sur le développement du réseau universitaire (québécois). b) Le rapport (130 p. et annexes) analyse l'évolution récente des politiques fédérales de soutien à la recherche et des plans et

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programmes des grands organismes subventionnaires, et étudie la répartition des ressources entre secteurs scientifiques, régions géographiques et établissements universitaires au Québec et au Canada, avec une rétrospective des années 1970 et certaines données prospectives pour la décennie 1980. c) Rapport: mars 1983; avis complémentaire: début de 1984. d) Conseil des universités, Tour Frontenac, 8e étage, 2700, boul. Laurier, Sainte-Foy (Qué.) G1V 2L8.

A43 a) Avis du Conseil des universités au ministre de l'Education sur les programmes d'études avancées et de spécialités en médecine dentaire. b) L'avis du Conseil se base sur le *Rapport du Comité d'études du Conseil des universités sur les programmes d'études avancées et de spécialités en médecine dentaire.* Après une étude comparative du système de formation et du niveau de développement de la recherche en médecine dentaire dans les universités du Québec, ce rapport recommande le contingentement du 1er cycle, l'implantation d'une année de formation en résidence multidiciplinaire post-DMD, le développement d'une maîtrise en hygiène dentaire publique et la consolidation interinstitutionnelle de la recherche. c) 1983. d) Conseil des universités (voir plus haut).

A44 a) University decision making: a comparative study. b) Almost 40 universities and related institutions in nine western countries have been visited and studied, primarily through interviews with presidents, deans, chairmen and leaders of faculty and students. Focus is on the structures and process of academic decisions and the forces influencing them. c) 1984. d) D.J. Lawless, St. Paul's College, University of Manitoba.

A45 a) A comparison of three university systems. b) Seven universities in three different university systems in Manitoba and Minnesota were visited to assess the effect of being part of a larger system. Five criteria were used for comparison. Methodology involved personal visits to senior academic and administrative officers, deans, chairmen, union officers and student officers. c) 1984. d) D.J. Lawless (see above).

A46 a) Research in social studies education in Canadian universities 1978-1980 - volume III. b) Monograph bringing together academic research in the form of doctoral and masters' theses in social studies education. It includes the analysis of theses and projects; abstracts of them are appended. c) 1983. d) H. Dhand, College of Education, University of Saskatchewan. f) Available from the Bookstore, University of Saskatchewan.

A47 a) Utilization of human resources in Canadian universities for international development. b) Re-examination by the participants of the above conference (university presidents, international liaison officers, CIDA representatives) of their resource base in relation to the needs as Canada responds to the demands of the Third World. Conference report. c) Feb. 1984. d) International Development Office, AUCC, 151 Slater St., Ottawa, Ont. K1P 5N1. f) Available free of charge.

A48 a) Postsecondary educational planning and leadership in the developing West: the challenge of new frontiers. b) Collection of papers presented at the 1983 Annual Meeting of the Western Association of Sociology and Anthropology, devoted to educational services as a frontier in the developing West.

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Part I deals with planning for postsecondary education. An introduction by B.Y. Card describes the challenges facing planning, the main paper by B.D. Heemsbergen deals with strategic and tactical planning, and response papers by B.L. Jeffery, J.C. Foote and J. Novek are concerned respectively with decentralized services as a planning strategy, the college as frontier, and the universities of Western Canada as builders or balkanizers. Part II contains case studies by B.Y. Card, T.C. Byrne, R.A. MacIntosh, R.H. Sabey and G. Eyford on leadership in Western Canadian education. c) Jan. 1984. d) B.Y. Card, editor, Liberal Arts, Red Deer College, Box 5005, Red Deer, Alta. T4N 5H5. f) Report, 113 p., available from Red Deer College Bookstore, $5.50.

A49 a) BCIT five-year education and support plan, 1984-1989. b) Comprehensive education, academic support and administrative support plan for the development of technological education in business, engineering technology and health sciences. c) June 1983. d) C.J. Greenhill, Institutional Planning, British Columbia Institute of Technology, 3700 Willingdon Ave., Burnaby, B.C. V5G 3H2.

A50 a) A history of English studies at Toronto. b) Study of the development of English studies with respect to instruction (undergraduate, graduate, in professional faculties and extension) and research (i.e., scholarship), 1841-1985, including work done at Victoria and Trinity prior to their entering the University of Toronto federation. The Toronto development will be placed in the context of English studies in the U.K. and U.S.A. c) June 1985. d) R.S. Harris, Higher Education Group, Ontario Institute for Studies in Education.

A51 a) Survey of postsecondary consortia in Canada. b) Letters have been sent to identify universities and colleges with consortium arrangements; they will be surveyed by questionnaire to establish some of the major descriptive characteristics of operating consortia. c) July 1984. d) J.M. Small and A.G. Konrad, Fac. of Education, University of Alberta.

A52 a) University-industry relations: province-building and nation-building. b) Examination of efforts of provincial governments to foster provincial objectives and the federal government to further national objectives by encouraging closer relations between higher education and industry. Employment patterns of university graduates are also examined. c) Sept. 1983. d) J. Novek, Dept. of Sociology, University of Winnipeg. f) "The university-industry connection", *Policy Options*, 4:2 (March/April 1983) 36-38. "University-industry interaction: graduates and jobs", *Social Sciences in Canada*, 11:3 (Dec. 1983) 8-9.

A53 a) Sociological and economic perspectives on the present and future role of new educational technologies in Canadian higher education. b) The twelve-page paper reviews some recent developments and their limitations in the applications of new technologies in higher learning and links some macro-theories of socio-historical change in the communications field to some areas in which new technologies could have major impact on universities and colleges. c) Dec. 1983. d) R.M. Pike, Dept. of Sociology, Queen's University. f) Paper, Annual Conference, Society for Research into Higher Education, Loughborough, Dec. 1983.

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A54 a) Higher education in the information society. b) The ten-page paper offers some words of caution about dominant attitudes toward the social role of the new information technologies and interlinks some major theories of socio-historical change in the communications field with some of the arguments and concerns expressed in a 1982 Queen's University report on new information technology. c) June 1983. d) R.M. Pike (see above). f) Paper, Annual Meeting, Canadian Society for the Study of Higher Education, Vancouver, June 1983.

A55 a) The Corporate-Higher Education Forum: inventory and analysis of corporate-university collaboration in Canada. b) Study to document the nature and scope of corporate-academic relationships, to evaluate the experience to date and to assess the problems and prospects for the evolution of the relationships in the future. c) June 1984. d) Judith Maxwell and Stephanie Currie, Currie, Coopers & Lybrand. f) Results obtainable from the Corporate-Higher Education Forum, 1155 Dorchester Blvd. W., Suite 2501, Montreal, Que. H3B 2K4.

A56 a) Learning a living in Canada/Apprendre à gagner sa vie au Canada. b) Volume I of the report of the Skill Development Leave Task Force examines major sector attitudes towards a skill development leave initiative and poses the question, why now? Volume II presents a number of options and mechanisms in support of a lifelong learning strategy in Canada. c) 1983. d) Task Force: D. Benedict, Canadian Labour Congress; F. Collier, CANRON; R. Mason, British Columbia Institute of Technology; Lynn Wilkinson, Government of Canada. f) Minister of Supply and Services Canada, 1983, English and French texts.

A57 a) National workshop on skill development leave/Atelier national sur le congé de perfectionnement. b) The bilingual document presents the reports of the four groups (workers, employers, educators and governments) which participated in an October 1983 workshop to discuss the report *Learning a living in Canada* (see previous entry). c) 1983. f) Available from Canada Employment and Immigration Advisory Council, Place du Portage, Phase II, 3rd Floor, 165 Hotel de Ville St., Hull, Que. K1A 0J9.

A58 a) Transfer arrangements in Alberta postsecondary education. b) Study of processes and arrangements for transfer from community colleges to universities with a special focus on an examination of problems and emergent issues. c) 1986. d) A.G. Konrad and J.M. Small, Fac. of Education, University of Alberta.

A59 a) The independence of the university and the funding of the state. b) Theme issue of OISE's journal *Interchange*, containing essays on the independence of the university and state funding by M. Horn, Brenda McKelvie, J.N. Grant and I. Winchester; freedom and the individual scholar by W. Gleberzon and Ruth Weir; teaching, tenure and politics by M. Herriman, E. Monahan and F. Abbott; free research versus mission-oriented research by W. Cragg; and universities in an altered Canada by F.K. Hare. c) Jan. 1984. d) I. Winchester, ed., Ontario Institute for Studies in Education. f) *Interchange*, 14:4(1983)-15:1 (1984).

A60 a) Providing university programs to people living in Northern

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communities in Alberta, Saskatchewan and Manitoba: three case studies. b) Description and comparison of efforts made during the 1970s to provide such programs, with major emphasis on the strategic environment and the critical issues in the development of higher education in the three Northern regions. c) Feb. 1984. d) J. von Stein, Fac. of Education, University of Manitoba.

A61 a) A Canada-wide study of faculties of education in Anglophone Canada. b) Ten faculties participated in a study involving data feedback, self-initiated change and the completion of an extensive instrument by students and faculty. The study also involved a review of Canadian research, a study of changes during the past two decades and an examination of the change process. c) Sept. 1983. d) M.F. Wideen, Fac. of Education, Simon Fraser University; M. Fullon, Ontario Institute for Studies in Education. f) Four volume report, $10.

A62 a) A study to determine the needs and requirements of a Canadian universities satellite communications network. c) In progress. d) L. Shafai, Dept. of Electrical Engineering, University of Manitoba.

A63 a) The problems of journal searching: the case of retrieving adult education evaluation articles. b) Description of the problems of searching in 73 different journals for relevant articles on adult education evaluation. When searching with eleven appropriate title words 337 articles were identified; 43% referred to the evaluation of human behavior change and 57% referred to program development. Search strategies using function words and key title words are recommended to adult educators. Criteria for clearly titling journal articles are recommended to authors. c) Dec. 1983. d) J. Dobson, Dept. of Adult Education, St. Francis Xavier University. f) *Adult Education Quarterly*.

See also/Voir aussi:

B10 The impact of financial restraint on Canadian universities.

B31 Cooperation among Ontario university libraries.

B38 ARUCC task force on equivalency of foreign credentials.

B51 Second language education survey.

C1 Teaching computing across the curriculum: a Canadian viewpoint.

C2 Higher education and the promotion of lifelong learning.

C37 Processus de développement d'un modèle de recherche-action pour l'enseignement, la recherche et le service à la collectivité.

C48 Dimensions of quality in doctoral programs in education: perceptions of faculty members.

D3 Underfunding, unionization and the work process in Canadian universities.

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D5 A descriptive survey of women pharmacy faculty members in Canada and the United States.

E7 Academic advising evaluation.

E22 Le phénomène du harcèlement sexuel dans les collèges.

E36 Capilano College and international/intercultural education.

F2 University distance education in Canada.

F3 A review of distance education in Ontario universities.

F10 Distance education in the Canadian North: a literature search for reports and activities.

F13 Evaluation of the Jonquière French immersion project.

F19 The Open Learning Institute of British Columbia: a case study.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

Cost; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance.

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration.

B1 a) Engineering graduates employment survey: 1983. b) Using a sample of 1238 students out of a population of 7000, the survey collected information on the numbers of 1983 graduates who have jobs, are returning for postgraduate studies, are unemployed or have plans other than those mentioned. c) Sept. 1983. d) B. Hawley, Canadian Council of Professional Engineers, 401-116 Albert, Ottawa, Ont. K1P 5G3. f) Confidential.

B2 a) Engineering labor market survey: 1983. b) Survey to collect some key data about current and anticipated demand in private industry for engineering skills. Sectors surveyed were construction, resources, durable and non-durable manufacturing, consulting services and other (government). c) Oct. 1983. d) B. Hawley (see above).

B3 a) Compendium of university statistics/Compendium de statistique concernant les universités. b) Basic statistical data on universities: enrolments, degrees, tuition and other fees, faculty, finances and libraries/Données essentielles sur les universités: inscriptions, grades, frais de scolarité et autres, corps professoral, finances et bibliothèques. 35 p. c) 1983. d) Research and Analysis Division/Division de recherche et d'analyse, AUCC, 151 Slater, Ottawa, Ont. K1P 5N1. f) Available from/Peut être obtenu de Publications, AUCC, $3.00.

B4 a) The impact of Malaspina College on the local economy. b) As an update of a 1977 impact study, the present study estimated the direct and indirect expenditures of the college, its students and employees; college-related revenue received by local government; costs incurred by local businesses and governments due to the existence of the college; and the number of direct and indirect local jobs attributed to the presence of the college. c) Oct. 1983. d) R.L. Jeacock, Business and Public Administration, Malaspina College, 900 - 5th St., Nanaimo, B.C. V9R 5S5.

B5 a) The economic impact of the University of Lethbridge on the city of Lethbridge. b) The 23-page report outlines the three major impacts: direct cash flows resulting from the university's presence, employment generated, and subsequent multiplier effects. c) Oct. 1983. d) B. Bilgin, Dept. of Economics, University of Lethbridge.

B6 a) The economic impact of Brandon University on the Brandon region. b) The 18-page report measures both the direct and the indirect impact of the university on the local economy. c) 1983. d) Office of Institutional Relations, Brandon University.

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B7 a) Direct economic impact of e University of Manitoba on the Manitoba economy, 1982-1983. b) The 21-page r ort estimates the net cost to the government of Manitoba of supporting the uni ersity and the net direct benefit to the economy of the province resulting from this investment. It considers only direct cash flows, ignoring secondary or further rounds of spending based on the "multiplier effect." c) Sept. 1983. d) T.G. Falconer, Associate Vice-President (Finance), University of Manitoba.

B8 a) Study on the economic impact of the University of Winnipeg. b) The six-page report examines the university's economic impact on Manitoba, focussing on faculty and staff salaries, purchases of goods and services and students' spending; the multiplier effect of these direct expenditures is taken into account. c) Sept. 1983. d) Development Centre, University of Winnipeg.

B9 a) Report on honorary degree procedures. b) Short description of the practices and procedures regarding the nomination and selection of honorary degree candidates at 25 Canadian universities, including recommendations on criteria and procedures to be used at the University of New Brunswick. c) March 1983. d) James Woodfield, Secretary to the Board of Governors, University of New Brunswick.

B10 a) The impact of financial restraint on Canadian universities. b) The project reports the results of a January 1983 survey of presidents and deans on the impact of financial restraint upon objectives, character, programs, staff, perceived quality and decision-making structures, over the period 1977-1982 and anticipations to 1985. Related secondary data are being collected. The study will describe the nature and magnitude of effects of financial restraint, making comparisons among regions, disciplines and types of universities. c) Summer 1984. d) M.L. Skolnik, Higher Education Group, Ontario Institute for Studies in Education. f) Higher Education Group monograph.

B11 a) Financial plan 1984-85 (MPHEC). b) MPHEC's 1984-85 operating assistance recommendations for Maritime postsecondary institutions, forecasts for 1985-86 and 1986-87, and recommended capital projects for 1984-85. c) Jan. 1984. d) Maritime Provinces Higher Education Commission, P.O. Box 6000, Fredericton, N.B. E3B 5H1.

B12 a) Employment search experiences of 1982 and 1983 engineering graduates. b) Job hunting techniques and the success of several hundred graduates are reviewed in order to show the degree to which graduates' success was influenced by too narrow job and geographical references and to identify the main job hunting problems experienced. c) Feb. 1984. d) Technical Service Council, 1 St. Clair Ave. East, Toronto, Ont. M4T 2V7.

B13 a) Demand for highly qualified manpower. b) Quarterly survey of job vacancies for accountants, engineers, scientists, executives, technologists and others, including openings with 1700 companies from coast to coast, mainly in mining, manufacturing, consulting, construction and services. The survey is not representative of vacancies in institutions and governments. c) Continuing. d) Technical Service Council (see above).

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B14 a) Impact of technological change on job vacancies for certain university and community college graduates. b) Job prospects for videotext page creators, robotics technologists, draftsmen, computer programmers, systems analysts and other graduates are reviewed in the light of technological change. c) In progress. d) Technical Service Council (see above).

B15 a) A study of teachers who leave teaching. b) To determine the proportion of teaching graduates who leave the teaching profession; to discover the reasons for leaving; and to compare relationships between the academic, situational, professional, personal and program characteristics of those who leave teaching and those who become career teachers. Questionnaire survey of about 350 University of Lethbridge BEd graduates for whom longitudinal data are available (e.g., psychological test scores, demographic, biographic and university program data). In-depth interviews will be conducted with those who left teaching. c) May 1984. d) Myrna Greene, Education Research Centre, University of Lethbridge.

B16 a) Planification du développement d'un système global et intégré d'information de gestion (SIG). b) Le but du projet est de déterminer et d'analyser les besoins en information de gestion du collège Lionel-Groulx, de proposer des moyens d'action répondant à ces besoins et un plan de développement du SIG, et d'établir des critères d'efficacité que le SIG devra rencontrer après sa mise en opération. c) Juin 1984. d) Jean Ladouceur, Collège Lionel-Groulx, 100, rue Duquet, Sainte-Thérèse (Qué.) J7E 3G6.

B17 a) Employment statistics for institute graduates. b) Annual report providing demographic and employment information on graduates from Saskatchewan technical-vocational programs in order to assist in evaluating the effectiveness of training programs and to provide counsellors with employment information. c) Annually. d) D. Millard, Labor Market Planning and Information Branch, Saskatchewan Advanced Education and Manpower, 1855 Victoria Ave., Regina, Sask. S4P 3V5.

B18 a) The employment of foreign academics in Canada. b) Survey of Canadian universities concerning the question of "two-tier advertising" for academic appointments and the consequences of a "Canadians first" policy on hiring and academic standards. c) May 1983. d) A.H. Richmond, Dept. of Sociology, York University. f) Report to the Royal Society of Canada, 31 p.

B19 a) Decision support technology. b) The study will identify and examine a number of decision support systems (DSS) in institutions of higher education in order to determine aspects/characteristics of practical DSS which are probable critical success factors for productivity gains and effective implementations. It will attempt to devise laboratory tests for hard- and software which may serve as elements of a DSS generator. c) Dec. 1984. d) B.S. Sheehan, Fac. of Management, University of Calgary.

B20 a) Measurement for decision support. b) In order to explore impacts of information technology on the role of the decision support intermediary, three institutional research foundations (measurement, human information processing and decision support technology) are examined. Surveys of institutional

research directors at Canadian and U.S. universities indicate high levels of information technology implementation, including perceptible use of decision support systems on at least one third of the campuses. The study concludes that the intermediary role is probably not immediately threatened but that the intermediary should expand activities to include aid for management's user-driven computing for decision support, perhaps after further study of experience with information centers. c) August 1983. d) B.S. Sheehan (see above). f) Working Paper 12-83, Fac. of Management, University of Calgary, and "Measurement for decision support", *Research in Higher Education*, 19(1984).

B21 a) Prévisions des inscriptions universitaires au Québec. b) Il s'agit, connaissant l'évolution de la fréquentation au Québec depuis dix ans, de dégager les perspectives d'évolution des inscriptions universitaires jusqu'en l'an 2000. c) Jan. 1984. d) Jean-Claude Bousquet, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education, 1035, De La Chevrotière, Edifice G, 20e étage, Québec (Qué.) G1R 5A5.

B22 a) Niveau comparatif des bases de financement des universités québécoises. b) Les universités québécoises sont subventionnées depuis le début des années 1970 en vertu des bases de financement reconnues à chacune. Pendant ce temps, on a critiqué la répartition entraînée par cette approche, mais il n'y a pas eu d'examen systématique de la façon dont les bases correspondent aux besoins relatifs des établissements. Afin de combler cette lacune, de permettre la formulation de conclusions à l'égard de la validité des bases comme reflet des besoins et l'élaboration d'une stratégie de leur ajustement, l'étude entreprend la comparaison entre elles des bases accordées à chaque établissement. De plus, l'étude permettra l'élaboration des coûts unitaires à utiliser lors du financement des effectifs étudiants supplémentaires. c) Jan. 1984. d) Michael Isaacs, Direction générale de l'enseignement et de la recherche universitaires, Ministère de l'Education (voir plus haut).

B23 a) A psychological study of the career development of selected nurses with earned doctoral degrees. b) PhD thesis, University of Alberta, describing the development of a career by a selected population of nurses with a doctoral degree who are currently working in Canada. The conceptual framework used is derived from Levinson's theory of adult development. The major finding is that the lives of the nurses studied exhibit different shapes during the major developmental periods between ages 17 and 50. c) Nov. 1983. d) Jenniece B. Larsen, Fac. of Nursing, University of Alberta.

B24 a) An economic model of Canadian enrolment patterns. b) The study attempts to explain the patterns of university enrolment by province since 1951. Demand variables relate to the stock of highly qualified manpower and job vacancies in this category, supply variables to the cost of attending university, including tuition fees, and student aid. Also included are real income, unemployment and the effect of the young cohort size. c) June 1984. d) J. Vanderkamp, College of Social Science, University of Guelph.

B25 a) Employment survey of 1982 graduates of Ontario universities. b) Survey to provide data on the postgraduate educational and labor-market experiences of the Spring 1982 graduates within a year of their graduation: sex,

age, parents' education, level of diploma or degree, field of study and program, enrolment status, employment status, occupation, industry, earnings, migration, social and academic factors in educational and early career decisions, job search strategies, and educational qualifications and job requirements. c) Summary report: Dec. 1983; Report of major findings: Spring 1984. d) Christine K. Davis and Margaret A. Denton, Social Data Research Ltd., 719 Main St. W., Hamilton, Ont. L8S 1A3; A.A. Hunter, Dept. of Sociology, University of Waterloo. f) Summary Report (Review and Evaluation Bulletin, v. 4, no. 7, 1983, Ministry of Colleges and Universities) available from Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M7A 1N8.

B26 a) Septième enquête auprès des bacheliers et bachelières de l'Université du Québec à Trois-Rivières: été 1980-hiver 1982. b) Enquête par questionnaire abordant les thèmes suivants: caractéristiques sociales des diplômés, choix de l'université, cheminement scolaire à l'université, intégration au marché du travail, caractéristiques de l'emploi, poursuite éventuelle des études, et niveau de satisfaction à l'égard de divers éléments de l'expérience étudiante à l'université. Un rapport (100 p.) présente les résultats selon diverses variables: discipline, sexe, régime des études (temps complet/temps partiel) et/ou régime de l'emploi (temps complet/temps partiel). c) Déc. 1983. d) Jacques Désy, Recherche institutionnelle, Université du Québec à Trois-Rivières.

B27 a) Brief to the Ontario Council on University Affairs on operating grant requirements for 1984-85. b) The 51-page brief presents a financial analysis of the present state of Ontario universities. It includes 31 tables and figures illustrating the resources of the universities in relation to other publicly supported organizations, interprovincial comparisons, and the combined impact of underfunding and inflation on salaries, equipment, maintenance and other expenditure areas. The report concludes with estimates for the increase in operating revenue required for 1984-85. A supplementary brief updates these estimates in the light of continuing restraints on public sector salaries in Ontario and revised inflation and enrolment estimates. c) Brief: March 1983; supplementary brief: Nov. 1983. d) COU Committee on Operating Grants, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4. e) J.A. McAllister, COU.

B28 a) Financial report of Ontario universities, 1982-83. b) Three-volume annual report on revenue, expenses and changes in fund balances. Volume I covers the 21 institutions which receive grants directly from the government and Volume II the 22 institutions affiliated with them. Volume III provides an analysis of physical plant operating expenses. c) Dec. 1983. d) Research Division, Council of Ontario Universities (see above). e) J.A. McAllister, COU.

B29 a) Participation rates and future enrolment in Ontario universities. b) The 64-page report consists of a background section on participation rates (definitions, methods of calculation, inter-jurisdictional comparisons, historical trends and influencing factors) and a discussion of future enrolments which will be affected by labor markets, higher education policy and changes in the provincial secondary school system. Enrolment projections are shown for undergraduates and graduates, full- and part-time, and for total enrolments

and full-time equivalents. An appendix describes the CESP model used for these projections. c) Sept. 1983. d) Committee on Enrolment Statistics and Projections, Council of Ontario Universities (see above).

B30 a) The labor market impacts of high technology: implications for the universities. b) A 25-page review of a number of studies representative of the wide range of opinion currently held about the employment impacts of new technology. Since the long-term impacts of technological change are uncertain, universities should be actively involved in dealing with the broader social and economic implications of technology and in providing educated personnel and scientific research. A bibliography is included. c) Nov. 1983. d) Laura J. Selleck, Council of Ontario Universities (see above).

B31 a) Cooperation among Ontario university libraries. b) A 62-page review and evaluation of the history, development and present state of library cooperation among Ontario universities, including comparisons with cooperative library activities in other jurisdictions and recommendations on practical initiatives for the future. c) April 1983. d) B. Peel, Library, and W.J. Kurmey, Fac. of Library Science, University of Alberta. f) Available from Council of Ontario Universities (see above).

B32 a) Application statistics: 1982. b) The 22-page annual report presents summary statistics on application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario universities. c) July 1983. d) Research Division, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4. e) L.C. Payton, COU.

B33 a) Post-graduation survey. b) Annual, two-year-later follow-up questionnaire survey to obtain data on work experiences, further education endeavors and quality of life of University of Guelph graduates. Information is collected on nature and location of further education pursued, nature of first employment after graduation and employment at survey time (salaries, location, industry of employing organization), satisfaction with employment, its career-orientation, and whether a degree was required. The data are collected to assist in determining a picture of the labor market for counselling students and academic planning. c) Ongoing. d) Lynda McCreery, Counselling and Student Resource Centre, University of Guelph.

B34 a) Measuring research and development in the higher education sector. b) Paper providing means of estimating annual expenditures on research and development in universities. c) Jan. 1984. d) K. Clements, Canadian Association of University Business Officers, 151 Slater St., Ottawa, Ont. K1P 5N1.

B35 a) BCIT 1984 outlook report. b) Summary of trends in demographics, economics, labor force and national and provincial policy, used to identify planning implications for the British Columbia Institute of Technology. c) Feb. 1984. d) C.J. Greenhill, Institutional Planning, British Columbia Institute of Technology, 3700 Willingdon Ave., Burnaby, B.C. V5G 3H2.

B36 a) Survey of 1982 graduates of universities, colleges and trade/vocational schools. b) A sample of 40,000 1982 graduates are surveyed in 1984

to address such topics as employment rates, relationship of work to educational program, salaries, mobility and further education plans. Estimates will be produced by province, field and level of study and sex. c) Dec. 1984. d) Postsecondary Education Section, Statistics Canada; Education Support Branch, Department of the Secretary of State. e) D. Lynd, Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ont. K1A 0T6.

B37 a) Ryerson Polytechnical Institute/Toronto General Hospital collaborative critical care nursing certificate program: demonstration project. b) Project to show that a critical care nursing certificate program, planned and implemented through a collaborative approach using the resources of the Hospital and Ryerson, can effectively prepare nurses, at a beginning and advanced level, at a reduced cost to both institutions. c) Sept. 1985. d) Irmajean Bajnok, School of Nursing, Ryerson Polytechnical Institute; Dorothy Wylie, Toronto General Hospital, 101 College St., Toronto, Ont. M5G 1L7.

B38 a) ARUCC task force on equivalency of foreign credentials. b) To review the current practices and the rationale of Canadian postsecondary institutions in granting academic equivalency for admission, advance standing and employment purposes; to comment on the desirability of establishing a national equivalency bureau, which would serve as a resource centre to institutions, governments and business and monitor changes in educational patterns overseas; and to review the standing and equivalency of academic credentials from India, Pakistan, the Philippines and, possibly, middle east countries. c) June 1986. d) Task force of the Association of Registrars of the Universities and Colleges of Canada: D.C. Bevis, Admissions, University of Manitoba; Peggy Sheppard, Admissions Office, McGill University; A. McMillan, Registrar's Office, University of British Columbia; Gail Larose, AUCC, 151 Slater, Ottawa, Ont. K1P 5N1.

B39 a) L'opération plan directeur 1983-1986, Université Laval. b) La démarche de planification de l'Université Laval. Appréciation de la planification réalisée par les unités. Analyse thématique des plans directeurs triennaux des unités. Cadre général de planification 1983-1986: mission, buts, objectifs. c) Nov. 1983. d) Bureau de recherches institutionnelles, Université Laval.

B40 a) Career possibilities for music graduates in Ontario. b) Based on data obtained from a questionnaire survey of music graduates of the University of Western Ontario, the aim of the study is to determine the success of the Faculty of Music in meeting the needs of the Canadian musical community. Relationships between specific areas of education and job marketability will be examined. c) May 1984. d) D. Bratuz, Fac. of Music, University of Western Ontario.

B41 a) L'offre d'éducation: coûts, productivité et efficacité. b) Traitant de l'enseignement primaire, secondaire, collégial et universitaire, l'étude, 22 p., aborde les thèmes suivants: l'effort de la société en éducation et quelques déterminants de cet effort, l'analyse économique traditionnelle et les coûts, quelques causes des coûts élevés de l'éducation, la fonction de production de l'enseignement, et la difficulté à appliquer l'analyse économique traditionnelle à l'éducation. c) Nov. 1983. d) Clément Lemelin, Dép. de science

économique, Université du Québec à Montréal. f) Communication, Colloque sur *Les ressources humaines et la croissance économique*, C.R.D.E., nov. 1983.

B42 a) Medical school enrolment and graduation, 1983-84. b) Study of enrolment in and number of MD degrees awarded by Canadian faculties of medicine. Analysis of sex breakdown, output of French and English language institutions, enrolment estimates by mother tongue, institutional differences in class size and plans for class size changes, program duration and its impact on total enrolment and graduation. c) Spring 1984. d) Eva Ryten, Association of Canadian Medical Colleges, 151 Slater St., Ottawa, Ont. K1P 5N1. f) Some results published in ACMC *Forum;* report available.

B43 a) Survey of post-MD clinical training in Canada. b) Data on post-MD clinical trainees: number of filled internship and residency positions by field and location, and types of training positions; and on characteristics of trainees: citizenship, country where MD degree earned, sex, year of receipt of MD, university awarding MD, rank of trainees and source of support. Physician manpower implications of above. c) Spring 1984. d) Eva Ryten (see above). f) Some results published in *Canadian Medical Education Statistics;* report will be available.

B44 a) The relationship between output of Canadian medical schools and the size of physician supply in Canada. b) Information on activity rates of cohorts of graduates from each and all medical schools, 1945-1982, including migration patterns within Canada and to the USA. c) Spring 1984. d) Eva Ryten (see above). d) Report will be available.

B45 a) Part-time community college enrolment. b) Survey of community colleges and other non-university postsecondary educational institutions, such as hospital schools of nursing and schools of agricultural technology, in order to obtain data on part-time enrolments by sex and program of study, 1983-84. c) Nov. 1984. d) Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ont. K1A 0T6. e) D. Lynd.

B46 a) Trade and vocational enrolment survey. b) Survey of public trades/vocational schools, public adult vocational centres and trades divisions of community colleges in order to obtain data on the types of training programs offered and the length of required study and information about the number and sex of students as well as whether they are sponsored by government or the private sector, 1982-83. c) Dec. 1984. d) Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ont. K1A 0T6. e) D. Lynd.

B47 a) Continuing education survey. b) Survey of school boards, colleges, universities and department of education correspondence courses in order to obtain information on programs offered in publicly-funded continuing education and on the number of people enrolled, 1982-83. Information to be collected includes sex, course type, length and fee, and instructional method. c) Oct. 1984. d) Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ont. K1A 0T6. e) D. Lynd.

B48 a) Financial statistics of colleges and vocational training institutes.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

b) Survey of community colleges and publicly-funded vocational training institutes to obtain data on revenues and expenditures. c) May 1985. d) Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ont. K1A 0T6. e) Y. Dupuis.

B49 a) Survey of federal government expenditures in support of training and education. b) To obtain financial statistics on federal programs supporting education and training. c) June 1984. d) Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ont. K1A 0T6. e) Y. Dupuis.

B50 a) Adult education survey. b) Conducted in January 1984 as a special education supplement to the monthly labor force survey, the survey will cover 45,000 households in order to obtain information about the age, occupation and labor force activity of adults enrolled in continuing education courses as well as their reasons for taking those courses. c) May 1984. d) Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ont. K1A 0T6.

B51 a) Second language education survey. b) Scheduled for May 1984 as a special education supplement to the monthly labor force survey, the survey will cover 27,000 households to obtain data on the number of children taking second language training and parents' views on the importance of such training. c) Oct. 1984. d) Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ont. K1A 0T6.

See also/Voir aussi:

A11 Some questions of balance: human resources, higher education and Canadian studies/Où trouver l'équilibre: ressources humaines, enseignement supérieur et études canadiennes.

A17 Indicateurs économiques de la recherche universitaire 1974-75 à 1979-80.

A18 La recherche subventionnée et commanditée dans les universités du Québec, 1981-82.

A32 Vocation régionale du collège de la Gaspésie.

A34 Research activity in the social sciences: funding, productivity and attitudes of university-based social scientists.

A35 Research and development in Canada: slip, sliding away.

A39 Solitudes and communities: a review of prospects and options for social sciences and humanities research library resources in the 1980s/ Les bibliothèques: organismes indépendants ou systèmes coopératifs - une étude sur les perspectives et les options qui s'offrent aux ressources des bibliothèques de recherche en sciences humaines dans les années quatre-vingt.

A42 L'impact du financement fédéral sur le développement du réseau universitaire (québécois).

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

A45 A comparison of three university systems.

A48 Postsecondary educational planning and leadership in the developing West: the challenge of new frontiers.

A49 BCIT five-year education and support plan, 1984-1989.

A52 University-industry relations: province-building and nation-building.

A53 Sociological and economic perspectives on the present and future role of new educational technologies in Canadian higher education.

A59 The independence of the university and the funding of the state.

C47 Proceedings of the conference on health in the 80s and 90s and its impact on health sciences education.

C48 Dimensions of quality in doctoral programs in education: perceptions of faculty members.

D3 Underfunding, unionization and the work process in Canadian universities.

D6 Academic work, productivity and career paths in Canadian universities: a pilot study.

D8 ARUCC task force on salary in registrar's offices.

D9 Bargaining unit composition and negotiation outcomes: a study of academic and public library personnel in Ontario.

E1 Predicting survival in teaching: a twelve-year follow-up.

E2 Application of 1981 statistics to postsecondary participation.

E5 Who goes to college?

E17 Longitudinal follow-up survey of students from career/technical programs in British Columbia community colleges and institutes.

E23 Inventaire et analyse de différentes formules de gestion garantissant une implication réelle des étudiants et une administration financière efficace et vérifiée.

E31 Postsecondary student survey.

E37 The legal rights and responsibilities of university students in Canada.

E38 ARUCC task force on student records.

E41 Various surveys related to medical education in Canada - applicant study.

B ADMINISTRATION, FINANCE, MANPOWER/ADMINISTRATION, FINANCES, MAIN-D'OEUVRE

F3 A review of distance education in Ontario universities.

F14 Evaluation study of alternative methods of delivering local government studies certificate programs.

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Evaluation; teaching effectiveness, techniques and aids; grading; learning modes.

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage.

C1 a) Teaching computing across the curriculum: a Canadian viewpoint. b) With the rapid developments in information technology and the increasingly widespread use of computers, it is apparent that the teaching of computer skills can no longer be confined to students in mathematics or applied sciences. Using examples from the University of Waterloo, the study examines appropriate strategies for teaching computing skills across a broad range of disciplines. A special focus is on the components of "computer literacy" and the extent to which this requires mastery of traditional programming languages, ability to use computers for a wide range of functions, knowledge of the social implications of information technology, etc. c) 1983. d) C.K. Knapper, Teaching Resource Office, and B.L. Wills, Dept. of Systems Design, University of Waterloo. f) In F.B. Lovis and E.D. Tagg, eds., *Informatics education for all students at university level.* Amsterdam: North Holland Publishing.

C2 a) Higher education and the promotion of lifelong learning. b) The argument is made that the primary need for students in higher education is to acquire lifelong learning skills that will enable them to be independent learners once they have left formal higher education. The study develops a model of lifelong learning in higher education, describes ways of fostering independent learning skills, and outlines constraints and sources of resistance to the lifelong learning concept. c) 1983. d) C.K. Knapper (see above); A.J. Cropley, Universität Hamburg, West Germany. f) *Studies in Higher Education*, 1983, 8, 15-21.

C3 a) Investigations into writing-reading relationship. b) Having developed both a writing model and a reading model from direct classroom investigations (ktg-university levels), refinements and materials for development and reinforcement are now being undertaken, based on action research techniques. c) Ongoing. d) O.S. Trosky and C.C. Wood, Fac. of Education, University of Manitoba.

C4 a) The objective structured clinical examination (OSCE) as an evaluation method for assessing clinical competence. b) OSCE is a multiple station type of examination at which each candidate is examined on the same clinical material by the same examiners using checklists. The study explores the validity and reliability of this type of examination and compares these with other methods of evaluating clinical competence. c) Ongoing. d) I.R. Hart, Dept. of Medicine, Ottawa Civic Hospital, 1053 Carling Ave., Ottawa, Ont. K1Y 4E9. f) *Journal of Medical Education.*

C5 a) High school and university grades and related student quota issues. b) Correlation of Alberta high school's grade XII matriculation averages, marks in grade XII mathematics and English, with "success" rates in terms of the

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University of Calgary grade point averages. Results contrast data from 1970-71, 1971-72, 1981-82 and 1982-83. c) Nov. 1983. d) E.A. Hillman and Jean Gomes, Office of Institutional Analysis, University of Calgary.

C6 a) Analyse exploratoire des programmes individualisés dans les universités du Québec. b) Inventaire des programmes de formation les plus individualisés et réflexions critiques sur les concepts d'individualisation et d'autonomisation ainsi que sur les modèles d'individualisation existants. d) G. Leclerc, Direction générale de l'éducation permanente, Université de Sherbrooke. f) *L'individualisation dans les programmes universitaires*, Acdeaulf, 1983, UQAC.

C7 a) Evaluation des programmes en mesure et évaluation. b) Dans le but d'offrir un service dans le domaine de la mesure et de l'évaluation, adapté aux besoins des milieux desservis, la recherche veut connaître la situation et les attentes tant chez ceux qui cherchent à acquérir des connaissances théoriques et pratiques que chez ceux qui demandent des consultations, des expertises ou des recherches. Ainsi des priorités pourront être établies dans les modifications à apporter aux cours, à leur présentation et à leur agencement dans des programmes souples et diversifiés. c) Sept. 1984. d) L. Ste-Marie, D. Ajar et C. Dassa, Fac. des sciences de l'éducation, Université de Montréal.

C8 a) Applications of item response theory (IRT). b) Throughout the 1970s and early 1980s IRT was vigorously researched by psychometricians. It is now sufficiently well developed so that it can be used in developing achievement and aptitude tests, evaluating test and test scores, and reporting test scores. In fact, IRT is presently being used by many to solve difficult measurement problems such as detecting biased test items and equating test scores from one form of a test to another. c) June 1983. d) R.K. Hambelton, ed., Laboratory of Psychometric and Evaluative Research, University of Massachusetts, Amherst, MA 01003. f) Available from Educational Research Institute of British Columbia, 701 - 601 West Broadway, Vancouver, B.C. V5Z 4C2, $15.

C9 a) The professional development activities of Southern Alberta teachers. b) Using questionnaires, in-depth interviews, teacher logs and observation, the study will examine the professional development activities of teachers in order that the needs of teachers and the teaching profession may be more effectively met in the planning of preservice and inservice programs. c) June 1984. d) Myrna Greene, Education Research Centre, University of Lethbridge.

C10 a) Teaching methods, student preferences and learning: more than meets the eye? b) Findings on teaching effectiveness are examined in the light of possible differences in students' learning styles. The paper proposes a research design to test the predictability of "learning" given variant teaching methods, preferred learning styles of students and subject matter taught. c) Nov. 1983. d) J.R. Gale, F.C. Miner and T. Hari Das, Fac. of Commerce, Saint Mary's University. f) *Proceedings*, Conference on the Evaluation and Improvement of University Teaching, Centre for Teaching and Learning Services, McGill University.

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C11 a) Obtaining and using student feedback for the improvement of instructional materials: developmental testing. b) Study of techniques for testing teaching materials during their development. A large number and variety of suggestions, rules and procedures which emerge from the literature on instructional design are being classified into several categories; the final, classified rules will be sent to 100 experts for ranking and comment. A second study will examine the effect of two variables (single subject versus group, tester intervention) on the amount and kind of information obtained for use in revising the teaching materials. c) Sept. 1985. d) G.L. Geis and Cynthia Weston, Fac. of Education, McGill University.

C12 a) Professors' perceptions of teaching roles and responsibilities. b) Interviews with college and university professors are combined with other information such as questionnaire data and analysed using some features of attribution theory in order to reveal perceived teaching roles. Such information is being examined with regard to various "teaching improvement" efforts (e.g., faculty development centres). c) Ongoing. d) G.L. Geis (see above); R. Smith, Loyola Campus, Concordia University.

C13 a) Dossier-souche sur la formation fondamentale: étude de la documentation américaine. b) Etat de la question sur la formation fondamentale au postsecondaire. Etude de la documentation et des expériences d'implantation de la formation générale aux Etats-Unis, en France, en Angleterre, au Canada anglais et au Québec. c) Juin 1984. d) Jacques Laliberté et Paul-Emile Gingras, Centre d'animation, de développement et de recherche en éducation (CADRE), 1940 est, Henri-Bourassa, Montréal (Qué.) H2B 1S2.

C14 a) Instrument de mesure de la formation fondamentale. b) Adaptation aux collèges francophones du Québec de l'instrument d'évaluation de l'American Testing Council: College Outcomes Measure Project (COMP). c) Mai 1984. d) Louis Gadbois, CADRE (voir plus haut).

C15 a) Formation des enseignants - Centre québécois de formation aéronautique. b) L'objectif est d'organiser un programme de perfectionnement qui corresponde aux besoins des instructeurs. Les résultats du projet leur permettront d'élargir leurs connaissances pédagogiques et le Centre améliorera la qualité de l'enseignement qu'il dispense. c) Juin 1984. d) Paul-Emile Gingras et Marc Boivin, CADRE (voir plus haut).

C16 a) Pilot study of a family medicine residency continuity of care program. b) Continuity of care is one of the central tenets of family medicine, but there is no evidence to date that a program aimed at giving family medicine residents experience in continuity of care changes their attitudes or behavior towards it. This study is a pilot study of a newly introduced program. Sixteen first-year residents have been randomly assigned to a continuity of care group or control group. Each resident in the first group will be responsible for the ongoing primary health care of three families. Data are being collected on a number of variables related to the program, and a comparison of residents' behavior toward continuity of care in both office and simulated patient interviews will be made between groups. c) Dec. 1984. d) R.V. Birtwhistle, C.A. Johnson, J.E. Anderson and Pam Benson, Dept. of Family Medicine, Queen's

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University.

C17 a) Survey of baccalaureate graduates of the School of Nursing, University of Manitoba. b) Longitudinal descriptive survey of graduates of the new baccalaureate program. The study's objectives are to validate the curriculum design and to determine if entrance marks and/or overall grade point are indicators of the performance of the graduate. c) Dec. 1985. d) June Bradley and Joan Jenkins, School of Nursing, University of Manitoba; Edie Chambers, 1-2055 Ethel St., Kelowna, B.C.

C18 a) L'initiation à la technologie: comment les professeurs l'enseignent? b) Analyse des actes pédagogiques des enseignants de la discipline "Initiation à la technologie" à partir de l'inventaire des éléments significatifs recueillis dans les documents officiels. Découverte de modèles de comportements à privilégier et à introduire dans une action de formation de maîtres. c) Déc. 1983. d) N. Coisman, et al., Sciences de l'éducation, Université du Québec à Montréal.

C19 a) Credit by special assessment in second languages. b) University of Alberta students may seek credit in a course by "special assessment" without registering in the course, if they believe they have gained sufficient knowledge in some other way. Concern was raised that so few students took advantage of this option, especially with respect to language courses. About half of a sample of Arts students responded knowing a language other than English at least "fairly well", but only about 1% seek credit by special assessment. Many students do not know about this option, but other factors also appear to contribute to its low frequency of use. c) Jan. 1983. d) P.R. Davidson, Institutional Research and Planning, University of Alberta. f) Report, $2.

C20 a) The use of audio-teleconferencing in university credit courses. b) To monitor instructor attitudes and changes in teaching methods in a teleconferencing course and students' attitudes toward audio-teleconferencing at the beginning, middle and end of a third-year course given by audio-teleconferencing. A survey of the use of audio-teleconferencing in credit courses in Ontario and Alberta universities is also being done. c) June 1984. d) Janette M. Baker, Educational Development Office, York University.

C21 a) Le mode d'apprentissage de l'enseignant(e). b) Etude du mode d'apprentissage privilégié par les enseignants et futurs maîtres et comparaison avec les modes d'enseignement. c) 1984. d) Madeleine Roy, Sciences de l'éducation, Université du Québec à Trois-Rivières.

C22 a) Grille religiologique pour l'enseignement de la religion. b) L'objectif est de créer un cadre pédagogique original (notions théoriques, travaux en ateliers, instruments didactiques) qui permettra aux élèves de découvrir l'actualité du religieux et la pertinence de son étude objective. c) Juin 1984. d) Pierre Séguin, Collège Bois-de-Boulogne, 10555, ave. Bois-de-Boulogne, Montréal (Qué.) H4N 1L4.

C23 a) Conceptualisation d'un micromonde en sciences sociales (pour une pédagogie de l'ordinateur). b) Le projet vise à créer un instrument de formation pour le cégépien en sciences sociales. En définissant les structures-mères,

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les procédés d'apprentissage et les idées productrices, on veut façonner un micromonde (un univers créé par ordinateur et défini anthropologiquement, politiquement, socialement et économiquement) autonome, programmé par l'élève. Deux étapes: définition des éléments constituant un micromonde en termes d'indicateurs; enquête sur les sciences sociales à partir des indicateurs du micromonde. c) Juin 1984. d) Claire Fournier et Jacques Lafeuille, Collège de Chicoutimi, 523 est, rue Jacques-Cartier, Chicoutimi (Qué.) G7H 5G4.

C24 a) Psychopédagogie du jeu de simulation pour l'apprentissage en histoire. b) Trois phases: 1) préparation et validation des instruments de mesure de l'apprentissage en histoire; 2) création de trois groupes de collégiens concernés par la recherche, évaluation avant, pendant et après le jeu de simulation et évaluation du jeu de simulation proprement dit; 3) analyse des données et recommandations sur l'utilisation du jeu. c) Juin 1984. d) Pierre Corbeil, Dany Laveault et Suzanne Cuisinier, Collège de Drummondville, 960, rue Saint-Georges, Drummondville (Qué.) J2C 6A2.

C25 a) Le cours de chimie 101: ses insuccès relativement aux méthodes et supports didactiques. b) Ce cours d'introduction à la chimie au niveau collégial occasionne certains problèmes: les taux d'abandons et d'échecs sont élevés et il est difficile pour les enseignants de repérer et d'utiliser les méthodes et les supports didactiques pouvant améliorer l'apprentissage. Le présent projet vise à mesurer, au niveau local (Lévis-Lauzon) et régional (région 03) l'ampleur des échecs à ce cours par rapport aux méthodes et supports didactiques employés, en tenant compte des objectifs à atteindre et du contenu. Les étapes prévues sont l'élaboration des objectifs spécifiques des tests, la création, la validation et la diffusion des tests, et le traitement des données et l'analyse des résultats. c) Juin 1984. d) Dominique Rouleau, Collège de Lévis-Lauzon, 205, rue Mgr-Bourget, Lauzon (Qué.) G6V 6Z9.

C26 a) Mise au point et validation d'un programme de développement de la pensée formelle chez le jeune adulte. b) L'objectif sera atteint en quatre phases: élaboration, par une équipe multidisciplinaire de professionnels du collégial, d'activités d'apprentissage; élaboration de l'approche pédagogique, des modalités et des outils d'évaluation des collégiens; application expérimentale de ces activités; évaluation et recommandations. Le produit final visé est un programme articulé de développement de la pensée formelle, utilisable de façon autonome et diffusé dans les collèges intéressés. c) Juin 1984. d) Mirette Torkia-Lagacé, Collège de Limoilou, C.P. 1400, Québec (Qué.) G1K 7H3.

C27 a) Finaliser les outils et les stratégies d'implantation qui accompagnent le questionnaire LG-3. b) Le but du questionnaire LG-3 est de connaître la façon dont le cégépien s'engage dans la démarche proposée, ce qu'il en retire et l'information qu'il doit posséder pour en tirer le meilleur profit (voir aussi projet C25 dans l'*Inventaire* de 1983). La recherche actuelle a pour but de produire un guide d'administration du questionnaire qui fournira aux consultants un modèle efficace et adéquat d'application du LG-3. Des activités de soutien seront également offertes au collégien qui veut s'aider. On veut aussi établir des normes éliminant les distortions. c) Juin 1984. d) Sophie Dorais, Yvon Landry et Robert Quesnel, Collège Lionel-Groulx, 100, rue Duquet, Sainte-Thérèse (Qué.) J7E 3G6.

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C28 a) Dual marking of term papers in a technical subject. b) Term papers of second-year students written for an analytical chemistry course are submitted in duplicate and marked for English and chemistry separately. Correlations of these submarks and with overall course mark and program average are examined, and opinion of students on the dual marking system are sought by short questionnaire. c) 1984. d) G.F. Atkinson, Dept. of Chemistry, University of Waterloo.

C29 a) PIAGO. b) Le projet PIAGO a pour objectif principal de développer chez les cégépiens suivant le cours de physique 202-101 certains schémas mentaux de type formel, et ce, grâce à l'utilisation de l'informatique. Le collégien devra interagir avec des situations rendues concrètes par l'intermédiaire de situations interactives ouvertes, et devra par la suite formaliser le savoir acquis. c) Juin 1984. d) Pierre Desautels, Collège de Rosemont, 6400, 16e avenue, Montréal (Qué.) H1X 2S9.

C30 a) La formation fondamentale au cégep de St-Félicien. b) L'objectif est de dégager, grâce à une enquête auprès des intervenants, un portrait institutionnel en ce qui a trait à la formation fondamentale. Deux étapes: élaboration d'un questionnaire et analyse des données mettant l'accent sur la formulation d'un modèle qui fera passer les resultats du questionnaire en un plan d'action débouchant sur un projet éducatif. c) Juin 1984. d) Louis Gaudreau, Collège de St-Félicien, 1105, boul. Hamel, St-Félicien (Qué.) G0W 2N0.

C31 a) L'enseignement des mathématiques au collégial du point de vue algorithmique. b) L'objectif est d'étudier la question de l'enseignement des mathématiques selon l'approche algorithmique, d'analyser les possibilités d'adaptation de cette approche, et de dégager les implications pédagogiques d'un tel changement à partir d'une banque d'exemples - exercices, théorèmes, etc. - constituée par ordinateur. c) Juin 1984. d) Jean-Marie Bourjolly, Daniel Lachance et Serge Essiambre, Collège de Sorel-Tracy, 95, ch. Ste-Anne, Sorel (Qué.) J3P 1J6.

C32 a) Guide pratique d'évaluation locale des programmes de formation à l'usage des administrateurs. b) Concevoir un guide d'évaluation qui, par l'établissement de critères et de standards, aiderait à juger de la pertinence des programmes de formation. c) Juin 1984. d) Roger Frot et Sylvio Lebrun, Collège de Sherbrooke, 475, rue Parc, Sherbrooke (Qué.) J1H 5M7.

C33 a) Expérimentation d'une méthode d'enseignement de la grammaire assisté par ordinateur. b) Implantation et expérimentation d'un programme d'enseignement de la grammaire assisté par un ordinateur, qui aidera le cégépien faible en français écrit à surmonter ses lacunes. c) Juin 1984. d) Ginette Delmas-Ribes, Collège de Trois-Rivières, C.P. 97, Trois-Rivières (Qué.) G9A 5E6.

C34 a) OSIRIS, un système de correction automatique et d'analyse des examens objectifs. b) L'objectif est de participer à l'amélioration de la qualité de l'évaluation en fournissant aux enseignants les moyens matériels - c'est-à-dire un logiciel effectuant la correction automatique des examens objectifs ainsi que des guides pédagogiques permettant de rendre accessible

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l'analyse d'items - pour analyser et améliorer les qualités métrologiques de leurs instruments d'évaluation. c) Juin 1984. d) Pierre Harrison et André Leboeuf, Collège de Valleyfield, 169, rue Champlain, Valleyfield (Qué.) H6T 1X6.

C35 a) Stages, supervision des stages. b) Les objectifs du projet sont la cueillette des pratiques concernant les aspects d'organisation, de planification, de réalisation et d'encadrement des stages; la sélection des pratiques qui apparaissent porteuses d'un intérêt pédagogique à cause de leurs objectifs explicites ou implicites; et le dégagement des idées directrices et des objectifs pour les classer. c) Juin 1984. d) Nicole Fortin, Collège du Vieux-Montréal, 255 est, rue Ontario, Montréal (Qué.) H2X 1X6.

C36 a) The transmission of values in university classrooms (the XXth century novel in France and Quebec). b) Analysis of standard criticism with a view to establishing biases and shortcomings, if any, of a sexist or ethnocentric nature. c) 1990. d) Jennifer R. Waelti-Walters, Dept. of French, University of Victoria; M.E. Verthuy, Etudes françaises, Sir George Williams Campus, Concordia University; L.H. Forsyth, Dept. of French, University of Western Ontario.

C37 a) Processus de développement d'un modèle de recherche-action pour l'enseignement, la recherche et le service à la collectivité. b) Thèse de doctorat, Université de Montréal, explorant différentes méthodologies de recherche-action pour intégrer les trois missions universitaires. c) Juin 1984. d) Danielle Shelton, 12306, boul. O'Brien, Montréal (Qué.) H4J 1Z4.

C38 a) Characteristics of ICE questionnaires in the Ryerson environment. b) Structural analysis, reliability and validity studies of an instructor/course evaluation questionnaire with suggestions for usage. c) 1983. d) J.D.T. Roth, Psychology Dept., Ryerson Polytechnical Institute.

C39 a) Computer-assisted instructional material for organic chemistry using an Apple II computer. b) The material deals with nomenclature and reactions of the main class of organic compounds. Portions of the program require students to type answers or answer multiple choice questions. The part of the program dealing with reaction mechanism uses the high resolution graphics mode to show the movement of electrons and groups during a reaction. c) Sept. 1983. d) W.J. Cott, Ryerson Polytechnical Institute.

C40 a) Guide de stage. b) S'adressant aux élèves, superviseurs, tuteurs et organismes qui accueillent les stagiaires en éducation spécialisée, le guide (31 p.) contient des informations sur les rôles de l'éducateur spécialisé, le programme de formation, les objectifs des stages, les intervenants, les modes de supervision, et l'évaluation. c) 1983. d) Techniques d'éducation spécialisée, Collège Mérici, 755, ch. St-Louis, Québec (Qué.) G1S 1C1.

C41 a) Sur les traces d'Hercule, guide méthodologique de travail intellectuel. b) Le but du guide est d'aider les collégiens, de les faire parvenir au stade de la pensée formelle, et de leur donner un outil pour la recherche et la présentation des travaux. c) 1983. d) Collège Mérici (voir plus haut).

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C42 a) An interdisciplinary education program for community health professionals. b) Examination of the interdisciplinary health care team working with patients receiving services in their homes. Four phases: survey of 228 nurses, physicians, occupational therapists, physiotherapists, speech pathologists and social workers to assess perceptions of team functioning; development, evaluation and implementation of an educational program based on survey findings; post-test of 19 course participants and matched group of non-participants to determine differences in team perceptions; and post-test conducted six months following course. c) Dec. 1983. d) Gail Donner, School of Nursing, Ryerson Polytechnical Institute; T. Rabinovitch.

C43 a) Native economic development and small business management training course - evaluation. b) To assess the effectiveness of the first year of this training program, given at Trent University, in meeting three objectives: to improve participants' employability, to develop skills to manage small businesses and be community economic developers, and to implement a model for native adult education. It was found that the selection of curriculum components was relevant to program goals, participant interests and native community needs and all constituencies involved found the training model used appropriate and effective. c) March 1983. d) Davie and Associates, 52-333 Meadows Blvd., Mississauga, Ont. L4Z 1G9. f) Available on microfiche (ON02844) from Ontario Government Bookstore, 880 Bay St., Toronto, Ont. M7A 1N8.

C44 a) Knowledge representations and strategies. b) Study of the manner in which knowledge networks in university courses operate. The objectives are to determine the relationship between within-concept networks and between-concept networks and to test student knowledge of these networks, their strategies and the kind of errors made. c) 1985. d) Janet G. Donald, Centre for Teaching and Learning Services, McGill University.

C45 a) The portrayal of knowledge structures: a synthesis of methods. b) To determine the relative sensitivity of different logical and proximal portrayal techniques to distinguish between-learner differences, instructor-learner differences and pre- and post-instructional knowledge structures; the relative consistency and stability, across disciplines, of the portrayal techniques; and how best to use a combination of logical and proximal analyses to portray knowledge structures for instructional purposes. c) 1986. d) Janet G. Donald (see above); P. Nagy, Ontario Institute for Studies in Education, Midwestern Centre, 25 Joseph St., Kitchener, Ont. N2G 1H9.

C46 a) The Ontario test of English achievement: the final report on its development. b) The 33-page report describes the development of an English test administered to students entering four Ontario universities in 1981: background and objectives of the testing program, the process of test development, subtest characteristics and properties, validity, and recommendations concerning the use of the tests. c) July 1983. d) P. Evans and M. Holmes, Ontario Institute for Studies in Education. f) Available from Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

C47 a) Proceedings of the conference on health in the 80s and 90s and its impact on health sciences education. b) A 234-page collection of 13 papers

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(plus introduction) presented at a March 1982 conference and dealing with a broad range of factors that influence health and health care and their implications for health sciences education. c) March 1983. d) B.P. Squires, editor, Office of Health Sciences Educational Development, University of Western Ontario. f) Available from Council of Ontario Universities (see above).

C48 a) Dimensions of quality in doctoral programs in education: perceptions of faculty members. b) Data collected from over 1300 questionnaires from faculty of 34 research-oriented US schools of education are to be analysed using an exploratory multi-variate technique, in order to identify the most important criteria and so help to minimize the tasks of evaluating such programs for various internal and external review purposes. Data include faculty background, admissions, program characteristics and evaluation, research and publication, employment and some governance characteristics. c) 1984-85. d) C.J. Ball, Fac. of Education, University of Windsor.

C49 a) Study of mastery of French gender by Anglophone university students. b) Final-year students in degree programs across Canada have been tested. Research aimed at discovering improved methods of teaching is continuing. c) In progress. d) Marie E. Surridge, Dept. of French, Queen's University.

C50 a) Survey of business policy courses at Canadian universities. b) Survey to determine course content and teaching methods of undergraduate business policy courses, focusing on how different programs have been dealing with recent advances in the discipline in order to determine current trends and collective practices of business policy instructors. c) Oct. 1984. d) C.K. Bart, Fac. of Business, McMaster University.

C51 a) Refining a course midstream. b) Formative evaluation method focusing on the course as a whole rather than on the individual instructor's teaching skills. The main data source is a structured interview with the class. Students are asked to report in small groups what is working well in the course and what they would like to see improved; an expectation is raised that there will be an attempt to improve the course. On the other hand, the instructor discusses the results with the class and can explain which of the students' suggestions are not feasible given the constraints under which the course operates. Unrepresentative comments are filtered out during the group discussions and vague or general comments can be clarified. c) Ongoing. d) D.E. Roy and A.C. Blizzard, Instructional Development Centre, McMaster University.

C52 a) Teaching assistant evaluation program. b) Program accommodating diverse definitions of good teaching and focusing on improvement rather than summative evaluation. It allows a TA to formulate a conception of good teaching and identify corresponding strengths and weaknesses. The TA and the course instructor clarify the TA's role in the course, the TA sets specific improvement goals and plans ways to evaluate progress towards these goals. Data collection includes a student questionnaire with eight core and 42 optional items. The TA selects from the optional pool according to the individual's teaching style. The program avoids imposing a premature judgement on the teaching of an inexperienced TA and produces information for departmental plans to help

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TAs develop as teachers. c) Ongoing. d) D.E. Roy (see above).

C53 a) Pedagogical styles in teaching multi-sections introductory marketing: an evaluation. b) Teaching multi-section courses with more than one instructor could pose problems for program administrators, students and instructors. Some of the difficulties, perceptions and conflict resolutions are examined. c) May 1984. d) L.A. Mitchell, School of Business Administration, Acadia University.

C54 a) The development of computer-assisted programs in biochemistry. b) Development of a series of secondary teaching resources in biochemistry for courses offered to nursing, medical and arts and science students. Some materials have been purchased elsewhere, other programs are being written specially for the project. c) June 1984. d) T. Spencer, Dept. of Biochemistry, Queen's University.

C55 a) Apprentissage des probabilités et de la statistique selon la méthode B.B.G.R. b) Contrôle expérimental d'une méthode d'enseignement des statistiques développée à partir de la théorie de Piaget. c) 1985. d) Joseph-Marie Briand et Anita Trépanier, Cégep de Rimouski, 60, rue de l'Evêché ouest, Rimouski (Qué.) G5L 4H6.

C56 a) Logos. b) Exercice visant l'apprentissage du raisonnement et tendant à favoriser le développement de la pensée formelle chez les étudiants du collégial. c) 1984. d) Jean Désilets et Daniel Roy, Cégep de Rimouski (voir plus haut).

C57 a) Etude des effets d'un modèle de formation de type expérientiel sur l'apprenant adulte en soins infirmiers. b) Un modèle de formation de type expérientiel basé sur des principes andragogiques a été élaboré pour mieux répondre aux besoins des apprenants adultes en soins infirmiers à l'U.Q.A.H. L'étude a pour but d'évaluer l'impact de ce modèle sur le développement de comportements autonomes et sur le transfert des acquis théoriques dans la pratique professionnelle. Il s'agit d'une étude évaluative quasi-expérimentale auprès de deux groupes d'infirmières. Le devis de recherche est de type prétest-posttest avec groupe contrôle et séries chronologiques. c) Déc. 1986. d) Adèle Jomphe-Hill et Raymonde Beaudoin, Sciences de la santé, Université du Québec à Hull.

C58 a) Etude de pertinence d'un programme de perfectionnement en hygiène publique. c) Juin 1983. d) Sylvio Lebrun et Bruno Landry, Collège de Sherbrooke, 475, rue Parc, Sherbrooke (Qué.) J1H 5M7.

C59 a) Etude de pertinence des activités de perfectionnement à l'intention des élus municipaux régis par le code municipal. c) Oct. 1983. d) Sylvio Lebrun (voir plus haut).

C60 a) Section utilization equity study. b) Methodology for more equitably allocating teaching and developmental course sections within the Academic Studies Division of Capilano College. Paper, 8 p. c) 1983. d) F. Gelin, Academic Studies, Capilano College, 2055 Purcell Way, North Vancouver, B.C. V7J 3H5.

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C61 a) Création de fiches pédagogiques médiatisées pour l'enseignement du traitement de l'information et des communications à l'intention des élèves et des enseignants du secteur secrétariat aux niveaux secondaire et collégial. b) Matériel didactique approprié pour l'enseignement des nouvelles notions reliées au traitement de l'information. c) Mai 1985. d) Pierrette Blais, Sciences humaines, Université du Québec à Hull.

C62 a) Improving library service for undergraduate and graduate teaching programs. b) Study into the feasibility and cost effectiveness of using computer technology as a teaching aid for a program of instruction in the use of the campus libraries and into methods for exploiting the information stored in the libraries' collections. c) Oct. 1983. d) R. Lee and J. Macpherson, D.B. Weldon Library, University of Western Ontario.

C63 a) Review of the curriculum, Faculty of Law, University of Western Ontario. b) The curriculum has developed piecemeal over the last 15 years. The purpose of the review is to examine the curriculum to ensure that it meets the goals of the teaching faculty, to identify gaps and overlaps, and to establish priorities for allocating teaching resources. A report has been prepared on each year of law school. c) Fall 1985. d) E. Palmer, Fac. of Law, University of Western Ontario.

C64 a) Development of the Faculty of Law student questionnaire. b) Design of a two-part student questionnaire specifically for the Faculty of Law. The first part is concerned with the instructor's teaching performance and is used by the faculty for making merit pay, promotion and tenure decisions. The second part is designed to provide the instructors with diagnostic information and is distributed to them for their own use; it contains a number of open-ended questions calling for written comments by the students. c) Fall 1983. d) R. Solomon and B.J. Arnold, Fac. of Law, University of Western Ontario.

C65 a) Predicting students' preference for different learning strategies. b) The Myers Briggs type indicator is used to predict whether students will like and be successful when taught by a specific learning approach. It is also hypothesized that certain MBTI types will prefer specific learning approaches. c) Sept. 1986. d) N. Uhl, Dept. of Education, Mount Saint Vincent University; J. Murphy, Dept. of Education, Dalhousie University.

C66 a) Comparison of lecture presentation versus computer-managed instruction (CMI). b) The study's objective is to determine the effects of CMI as compared to the traditional lecture method on learning the theoretical component of a health assessment course by first-year baccalaureate nursing students. The study's design is quasi-experimental, incorporating two experimental treatments applied to two groups on two occasions. Questions to be answered are whether CMI enhances student learning over the traditional lecture method, whether CMI requires more or less time for the student to meet the learning objectives, whether there is a difference between CMI and the traditional lecture format in the student's attitude towards instructional method and subject matter and in the student's short-term retention of knowledge, and whether aptitude and instructional method are positively correlated. c) In progress. d) Rene A. Day and Louise Payne, Fac. of Nursing, University of Alberta.

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C67 a) Apprentissage de la méthode scientifique par simulation sur ordinateur de travaux de laboratoire en biologie. b) On veut vérifier si des étudiants en biologie peuvent faire l'apprentissage de la méthode scientifique et des concepts disciplinaires en recourant à la simulation par ordinateur de travaux de laboratoire. c) Eté 1986. d) Yves Bertrand et Jean-Denis Dubois, Télé-université, Université du Québec, 214, ave. Saint-Sacrement, Québec (Qué.) G1N 4M6.

See also/Voir aussi:

A5 Senate committee report on textbook selection and academic freedom.

A6 State of discipline review - psychology.

A21 French studies in the undergraduate curriculum: a needs analysis.

A28 Case study - British Columbia - higher education and the integration of a new technology.

A29 A historical introduction to the teaching of international law in Canada: 1851-1982.

A36 Les études de la femme à l'Université de Montréal: inventaire et répertoire.

A43 Avis du Conseil des universités au ministre de l'Education sur les programmes d'études avancées et de spécialités en médecine dentaire.

A46 Research in social studies education in Canadian universities 1978-1980 - volume III.

A50 History of English studies in Toronto.

A53 Sociological and economic perspectives on the present and future role of new educational technologies in Canadian higher education.

A54 Higher education in the information society.

B37 Ryerson Polytechnical Institute/Toronto General Hospital collaborative critical care nursing certificate program: demonstration project.

B40 Career possibilities for music graduates in Ontario.

D7 Encouraging academic excellence.

E4 Interaction between physically disabled and non-disabled people.

E32 The relative importance of the manager's roles in different types of organizations: perspectives from the inside and the outside.

F15 Development of a student performance information system at a distance

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learning university.

F18 L'écriture collective: un modèle de recherche-action.

F23 Development of evaluation measures for distance education modes of course delivery.

F28 Le matériel imprimé en formation à distance.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

Classification; characteristics; employment conditions.

Classement; caractéristiques; conditions d'emploi.

D1 a) Collective bargaining at Canadian universities. b) To investigate the attitudes of faculty members to collective bargaining, to determine the kind of collective bargaining issues they view as most relevant, to analyse the correlates of faculty attitudes and issue preferences, and to compare results to similar research in the U.S. Survey research techniques via questionnaires at selected universities are used. c) Dec. 1983. d) M. Thompson, Fac. of Commerce, University of British Columbia; A.M. Ponak, Fac. of Management, McGill University.

D2 a) La grève des professeurs à l'Université Laval (1976). b) Buts: à partir d'une analyse documentaire et d'entrevues, appliquer le modèle d'analyse élaboré par J. Boivin à la grève de l'Université Laval en 1976. Thèse de maîtrise. c) En cours. d) J.M. Fréchette et J. Thwaites (surveillant), Dép. des relations industrielles, Université Laval.

D3 a) Underfunding, unionization and the work process in Canadian universities. b) Cutbacks in government spending have encouraged changes in the professoriate's labor process, which may influence the nature of intellectual work and thus the university itself. The project will focus on university faculties and unionization, alterations in the structure and process of intellectual work, and changes in university administration. One Ontario university will be focused on as a case study with some comparative data. c) In progress. d) H. Buchbinder, Atkinson College, and Janice Newson, Glendon College, York University.

D4 a) Administrator frustration in a community college. b) Study to identify sources, immediate effects and consequences of administrator frustration. Sources were most often interpersonal and involved the immediate superordinate. Effects were negative when goal blocks could not be resolved and positive, in terms of increased task energy and creativity, when goal blocks were resolved by the administrator. Consequences varied depending on the individual or group affected. Doctoral thesis, Faculty of Education, University of Alberta. c) Oct. 1983. d) Lynell Korella, 311 Canterbury Pl. S.W., Calgary, Alta. T2W 2B5.

D5 a) A descriptive survey of women pharmacy faculty members in Canada and the United States. b) Women pharmacy faculty members, surveyed in 1977 in the United States, have not yet been studied in Canada. The project updates the 1977 survey and allows for comparison of Canadian and American scenes. c) Aug. 1984. d) Joyce A. Ferguson, Fac. of Pharmacy, University of Toronto; Metta Lou Henderson, Raabe College of Pharmacy, Ohio Northern University, Ada, Ohio 45310.

D6 a) Academic work, productivity and career paths in Canadian universities: a pilot study. b) Pilot study of academics to develop and test an

interview instrument for a national study. Objectives are to examine the relationship between productivity, organizational factors and personal characteristics of faculty; to describe the division of academic labor and project its future division; to understand the relationship between productivity and the university reward system; and to assess the effectiveness of research funding in enhancing faculty productivity. d) March 1984. d) A. Boberg, Dept. of Educational Policy, and R. Wanner, Dept. of Sociology, University of Calgary.

D7 a) Encouraging academic excellence. b) Development of a comprehensive system for promoting excellence in teaching, research and professional affairs. It takes into account the long-range goals of department and individual, provides ways to evaluate progress towards these goals and gives ideas for assisting faculty members to achieve their objectives. The approach takes into account faculty work loads, activities requested by chairpersons, facilities available, and recognition and evaluation procedures for promotion and merit salary increases. The system has undergone testing over four years. c) Ongoing. d) D.R. Woods, Dept. of Chemical Engineering, McMaster University. f) *Engineering Education*, 74:2(1983) 99-102.

D8 a) ARUCC task force on salary in registrar's offices. b) Survey of 1981, 1982 and 1983 salaries paid to registrars and their senior staff at institutions affiliated with the Association of Registrars of the Universities and Colleges of Canada. Analysis to include salary distributions by institutional characteristics (region, institutional and staff size, title reporting officer, duties) and personal characteristics (sex, age, educational level, experience). c) June 1985. d) D. Halstead, Student Services, Saskatchewan Technical Institute, Box 1420, Moose Jaw, Sask. S6H 4R4; Y. Leibu, Registraire, Université du Québec à Montréal.

D9 a) Bargaining unit composition and negotiation outcomes: a study of academic and public library personnel in Ontario. c) Jan. 1984. d) Charlotte R. Mudge, Fac. of Library and Information Science, University of Toronto. f) PhD thesis, University of Toronto.

See also/Voir aussi:

A5 Senate committee report on textbook selection and academic freedom.

A11 Some questions of balance: human resources, higher education and Canadian studies/Où trouver l'équilibre: ressources humaines, enseignement supérieur et études canadiennes.

A41 A fair shake: autobiographical essays by women associated with McGill University.

A59 The independence of the university and the funding of the state.

B18 The employment of foreign academics in Canada.

B23 Psychological study of the career development of selected nurses with earned doctoral degrees.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

C12 Professors' perceptions of teaching roles and responsibilities.

C48 Dimensions of quality in doctoral programs in education: perceptions of faculty members.

C52 Teaching assistant evaluation program.

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Characteristics; socio-economic background; behavior; educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aid; counselling; athletics; housing; special types of students.

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; counselling; sports; logement; types spéciaux d'étudiants.

E1 a) Predicting survival in teaching: a twelve-year follow-up. b) Analysis of pre-training and in-training variables which predicted survival in the teaching profession, promotion in the profession, and years in the profession, for a sample of graduates of a consecutive teacher education program, contacted twelve years after graduation. c) Jan. 1984. d) D. Pratt, Fac. of Education, Queen's University.

E2 a) Application of 1981 statistics to postsecondary participation. b) Update of census analysis (for 1981) on accessibility to higher education as appears in *Losers and winners*, Butterworth, 1982. c) June 1984. d) P. Anisef, Bethune College, York University.

E3 a) High school grades versus diagnostic tests as predictors of achievement in first-semester university calculus. b) Correlations and regressions have been performed comparing the value of high school marks and marks obtained on a diagnostic test as predictors of performance in first-semester calculus. c) Dec. 1983. d) G.R. Chapman and J. Weiner, Dept. of Mathematics and Statistics, University of Guelph.

E4 a) Interaction between physically disabled and non-disabled people. b) Variables which facilitate or hamper interaction between physically disabled college students and non-disabled students and professors are examined in order to determine the components of effective interpersonal behaviors between disabled students and their professors, to examine the effects of experience teaching disabled students on subsequent willingness to teach other students with disabilities, to assess whether non-disabled students underestimate the extent to which disabled students can cope with their environment, and to evaluate the contribution of a number of variables to the quality of interaction between disabled and non-disabled persons. c) May 1984. d) Catherine S. Fichten, Dawson College, 535 Viger St., Montreal, Que. H2L 2P3; Claudia V. Bourdon, Ecole Secondaire Van Horne, 4810 Van Horne Ave., Montreal, Que. H3W 1J3.

E5 a) Who goes to college? b) Study of the educational background of secondary school students who attend colleges of applied arts and technology. Their success in the colleges is analysed in terms of background differences. c) Nov. 1983. d) A.J.C. King, Fac. of Education, Queen's University. f) Results obtainable from Ontario Secondary School Teachers' Federation, 60 Mobile Drive, Toronto, Ont. M4A 2P3.

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E6 a) Academic karate for students. b) Sets out options and strategies for student use of the academic system to maximize learning opportunities of diverse kinds. Incorporates some research work on characteristics of "high learners" gained by naturalistic research/new paradigm research methods - in-depth, rapport interviews and critical incident studies of purposive samples of such students. c) June 1984. d) T.F. Carney, Dept. of Communication Studies, University of Windsor. f) Multilithed version available in preparation of forthcoming book.

E7 a) Academic advising evaluation. b) To evaluate academic advising services and to identify student needs as they relate to advising. The evaluation questionnaire has been adapted from TABS (Teaching Analysis by Students, University of Massachusetts, Amherst), modified to evaluate advising functions. Feedback will be coded to provide feedback to individual advisors. c) April 1984. d) Laurie Poole and Catherine Sidorenko, Academic Advisors, John Abbott College, P.O. Box 2000, Ste. Anne de Bellevue, Que. H9X 3L9.

E8 a) Postsecondary accessibility of frontier students. b) Study to address the issue of access to postsecondary education as it concerns students in a northern school division; issues relating to participation in postsecondary education were also raised. The study identifies trends in secondary school participation and completion rates in order to provide a basis for the postsecondary level, and also trends in and factors affecting postsecondary participation. Strategies to increase participation and improve retention rates for northern students at the postsecondary level are also included. c) June 1983. d) Linda E. Lee, Planning and Research Branch, Manitoba Department of Education, 221-1200 Portage Ave., Winnipeg, Man. R3G 0T5.

E9 a) Provinco project I. b) Phase one consisted of a survey of the Fall 1980 incoming, full-time degree program cohort to expand understanding of student background, attitudes and expectations. Time utilisation, university subculture orientation, student values, self concept, alienation and anomie are examined against background variables including parental geographical area of origin, parental occupation, language spoken at home, size of community of origin, family size and grade thirteen average. Phase two is a follow-up survey of the cohort to provide information on the ways in which attitudes, expectations and attributes have changed since admission by comparing the means of two samples. Examined are time utilisation, university subculture orientation, academic and non-academic values, and social-psychological measures. Grades, transfers and retention data are also examined. c) Phase one: April 1982; phase two: Winter 1983. d) Phase one: N.J. MacKinnon, Dept. of Sociology and Anthropology, University of Guelph. Phase two: Ursula McMurray and Pauline Stephenson, Office of the Provost, University of Guelph.

E10 a) Provinco project II. b) Survey of Fall 1982 first and second year Diploma in Agriculture students and first year General Studies (non-degree) students, examining time utilisation, university subculture orientation, student values, self concept, alienation and anomie against background variables such as parental geographical area of origin and occupation, language spoken at home, size of community of origin, family size and grade thirteen average. Comparisons of first and second year diploma students, and of first year

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diploma and first year BSc(Agric) students. c) Fall 1983. d) Ursula McMurray and Pauline Stephenson (see above).

E11 a) Student workloads. b) Descriptive report of a survey of full-time undergraduates in degree and diploma courses, eliciting effects of lecture, seminar and laboratory loads, course demands and final and midterm evaluations upon respondents' academic and personal development, social, recreational and athletic involvement and physical and emotional responses. c) May 1984. d) Ursula McMurray, Office of the Provost, University of Guelph.

E12 a) Educational values and expectations. b) Descriptive report of a survey of full-time undergraduates in degree programs, eliciting expectations of the university from institutional, societal and personal perspectives. The importance of a variety of factors in the educational process, the importance of various social expectations, personal valuation of a postsecondary education, and factors leading to personal satisfaction or problems are examined from a framework of demographic variables. c) March 1984. d) Ursula McMurray (see above).

E13 a) Impact of 5 pm to 7 pm classes on student life and activities. b) Descriptive report of a survey of undergraduate students registered in 5 pm to 7 pm classes in the 1982 Fall semester, delineating some effects of these classes on respondents' academic schedule and workload, midterms, recreational and social activities, athletic participation, health and personal routine. c) March 1983. d) Ursula McMurray (see above).

E14 a) Les motivations et les perceptions des cégépiens francophones du Montréal métropolitain et des régions limitrophes face aux universités montréalaises. b) Le rapport de recherche circonscrit les préférences des cégépiens francophones du Montréal métropolitain et des régions limitrophes pour l'une ou l'autre des universités montréalaises en termes de demandes d'admission et les raisons pour ces préférences. On s'intéresse également aux préférences en termes de programmes d'études à l'intérieur de chaque université, et à la perception que se font les cégépiens de divers aspects de la vie universitaire dans les quatre universités montréalaises. c) Août 1983. d) Denise Granger, Centre de sondage, Université de Montréal. f) Les résultats peuvent être obtenus de R. Plamondon, Direction des communications, Université de Montréal.

E15 a) Ethnogenerational achievement: a survey of adults in metropolitan Toronto, 1982. b) Using a stratified random sample telephone survey, information was obtained concerning the educational achievement and training of persons 20 years of age and over. Special attention was paid to the "second generation" (i.e., Canadian born of foreign parents) of various ethnic origins. c) Fall 1984. d) W.E. Kalbach, M.L. Lanphier and A.H. Richmond, Dept. of Sociology, York University. f) Paper presented at Canadian Ethnic Studies Association meeting, 1983.

E16 a) Access rates and policies in Quebec universities. b) To analyse the process of access to the universities with a view to bringing out the patterns of university attendance and, more specifically, to explain why, based on admission policies, some social groups (such as adults, women and young students

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from the lower social strata) still have little access to the university and the various degrees it confers. The study consists of two parts, of which the first deals with admission requirements and institutional policies in relation to these requirements, and the other with the way students view these requirements and what their individual strategies for admission are. c) In progress. d) Renée Cloutier, Pierre W. Bélanger, Louise Laforce, Lucie Héon, Lucie Daigneault and Pierre Chenard, Sciences de l'éducation, Université Laval; Valérien Harvey, Fac. de l'éducation, Université de Sherbrooke; Robert Champagne, Sciences de l'éducation, Université du Québec à Trois-Rivières.

E17 a) Longitudinal follow-up survey of students from career/technical programs in British Columbia community colleges and institutes. b) Questionnaire survey of some 4,955 students previously enrolled in career/technical programs, conducted by mail about ten months after the students had left their programs and including graduates, drop-outs and non-returnees. For 940 students, follow-up results are linked on an individual basis to questionnaire responses obtained upon initial entry to their programs. Follow-up results include reasons for attending, employment background, reasons for discontinuance, current activity, type of employment, assessment of postsecondary experience and future educational plans. Technical report and summary report. c) Oct. 1983. d) G.C. Forrester, B.C. Research, 3650 Wesbrook Mall, Vancouver, B.C. V6S 2L2; G. Jones, Vancouver Community College, 100 W. 49th Ave., Vancouver, B.C. V5Y 2Z6; J.D. Dennison, Fac. of Education, University of British Columbia. f) Available from Postsecondary Department, Ministry of Education, Parliament Bldgs., Victoria, B.C. V8V 2M4.

E18 a) Study of student evaluation. b) To provide a synthesis of the literature on student evaluation purposes, methods, accomplishments and problems; to identify evaluation programs considered exemplary by educators and/or users; to identify pending changes in evaluation purposes and methods; and to describe the use of evaluation results by educational bodies and others. Though primarily dealing with elementary and secondary education, information on postsecondary education will be included. c) Aug. 1984. d) L.D. McLean, Ontario Institute for Studies in Education. f) Report to be released by the Canadian Education Association, Fall 1984.

E19 a) Pour une formation sur la méthode dynamique de recherche d'emploi et l'intégration à l'emploi. b) Production de trois vidéos avec un guide qui ont pour objectif de répondre aux besoins des finissants du secteur professionnel des cégep en termes de préparation et de formation à la recherche d'emploi; de fournir des outils de formation aux conseillers en placement et en orientation et aux enseignants de techniques administratives; de répondre aux attentes des employeurs, qui veulent rencontrer des individus plus capables de s'exprimer lors de l'entrevue. c) Juin 1984. d) Bernard Racette et Armande Maltais, Collège Ahuntsic, 9155, rue Saint-Hubert, Montréal (Qué.) H2M 1Y8.

E20 a) Analyse comparée des dossiers académiques (niveau secondaire) des étudiants du collège Bois-de-Boulogne et des collèges affiliés au SRAM. b) Des analyses faites récemment sur la réussite et la persévérance aux études des cégépiens de Bois-de-Boulogne ont révélé que la position de ce collège était assez satisfaisante par rapport à celles des autres collèges affiliés au SRAM.

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Le présent projet veut vérifier une hypothèse de travail qui expliquerait cet état de choses: les dossiers scolaires de niveau secondaire des postulants au collège Bois-de-Boulogne et ceux des collégiens effectivement admis seraient supérieurs à la moyenne de ceux des postulants/cégépiens de l'ensemble des collèges affiliés au SRAM. c) Déc. 1983. d) Marcel Deneux, Collège Bois-de-Boulogne, 10555, av. Bois-de-Boulogne, Montreal (Qué.) H4N 1L3.

E21 a) Etudes des caractéristiques des étudiants de l'Institut de Marine du cégep de Rimouski. b) Préparer une étude qui permettra d'acquérir des connaissances sur les caractéristiques des cégépiens de l'Institut, portant sur les dimensions personnelles, familiales, scolaires, professionnelles et sociales des élèves. c) Déc. 1983. d) André Bourassa, Cégep de Rimouski, 60, rue de l'Evêché ouest, Rimouski (Qué.) G5L 4H6.

E22 a) Le phénomène du harcèlement sexuel dans les collèges. b) Fournir une analyse du phénomène du harcèlement sexuel vécu par les élèves des collèges québécois et dégager des hypothèses de services d'aide et de prévention que les institutions pourraient mettre sur pied pour faire face à ce problème. c) Juin 1984. d) Philippe Ricard et Jean-Guy Banville, Collège de Rosemont, 6400, 16e avenue, Montréal (Qué.) H1X 2S9.

E23 a) Inventaire et analyse de différentes formules de gestion garantissant une implication réelle des étudiants et une administration financière efficace et vérifiée. b) Les revenus d'autofinancement des activités socio-culturelles et sportives ont été administrés jusqu'à présent par le personnel des services aux étudiants, mais il importe que la participation des collégiens soit élargie. L'objectif de ce projet est la réalisation d'un inventaire et l'analyse de différentes formules de gestion pour le secteur des activités étudiantes afin d'obtenir une collaboration réelle des cégépiens. c) Juin 1984. d) Roger Benoît, Collège de Victoriaville, 475, rue Notre-Dame est, Victoriaville (Qué.) G6P 4B3.

E24 a) Intentions of grade 12 students, 1983. b) Information was produced about post-high school plans and intentions of 10,500 grade 12 students in Manitoba schools, 1982-83. Various influences on student plans were also recorded. c) Dec. 1983. d) H.F. McCort, Planning and Research Branch, Manitoba Department of Education, 221-1200 Portage Ave., Winnipeg, Man. R3G 0T5.

E25 a) Caractéristiques personnelles et académiques d'étudiantes choisies dans des disciplines traditionnelles et non traditionnelles, une étude de cas: l'Université McGill. b) L'objectif est d'examiner les aspirations scolaires et professionnelles des étudiantes universitaires par rapport à leurs antécédents familiaux et scolaires, au programme qu'elles ont choisi et à leur conception de leur rôle en tant que femme; de découvrir les variables qui caractérisent les étudiantes choisissant une discipline non traditionnelle versus celles qui choisissent une discipline traditionnelle; et de comparer les étudiantes en génie, architecture et sciences dentaires (non traditionnel) aux étudiantes en sciences infirmières et sciences de réadaptation (traditionnel). Thèse doctorale, Sciences de l'éducation, Université McGill. c) 1985. d) Céline Guilbert, 5833 Marquette, app. 3, Montréal (Qué.) H2G 2X8.

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E26 a) Computer-assisted analysis of learning and study skills. b) Students complete a questionnaire regarding studying and learning behavior. The data are entered into a micro-computer program which compares the student's ratings with fellow university students and generates a report pointing up areas of strength and weakness. Current research attempts to validate individual items against student course performance and to assess the impact of the computer-generated evaluation of study skills on participation in the learning skills program. c) August 1984. d) J.A. Parsons, Counselling Services, University of Victoria.

E27 a) Attrition, predictors for better selection criteria. b) Using Life Roles Inventory, Canadian Achievement Test, Test of Cognitive Skill and Vocational Preference Inventory as predictors for year-end grades and drop-out probabilities. Sample of 1500 students. c) August 1984. d) G.N. Fitzsimmons, Fac. of Education, University of Alberta; H.A. Becking, Student Counselling, Northern Alberta Institute of Technology, 11762-106th Street, Edmonton, Alta. T5G 2R1.

E28 a) Success of BA students at the University of Guelph. b) The project considers the academic experience of students who entered the BA program in 1976 and 1977. Success and failure probabilities are analysed in terms of a wide range of variables including admission category, high school performance, region or country of origin, age, sex and student status. c) Sept. 1984. d) J. Vanderkamp, College of Social Science, University of Guelph.

E29 a) Sources of stress in third-year baccalaureate nursing students. b) In order to identify sources of stress students were asked to write an anecdotal account of the most stressful incident experienced during a previous academic term and to indicate whether the incident promoted, hindered or had no effect on their learning. c) April 1983. d) Tamara Zujewskyj and Louise Davis, Fac. of Nursing, University of Alberta.

E30 a) Caractéristiques de la population étudiante d'un Cégep en région: le Cégep de Rimouski, 1980-81. b) Caractéristiques socio-économiques des étudiants: origine géographique, scolarité et situation de travail des parents, revenu familial, sexe, pratique religieuse, etc. Rapport, 129 p. c) 1983. d) Louis Bourdages, Cégep de Rimouski. 60, rue de l'Evêché ouest, Rimouski (Que.) GL5 4H6.

E31 a) Postsecondary student survey. b) Survey of a sample of 60,000 students to address such topics as accessibility, mobility, use of student aid programs and how students finance their education. Estimates will be produced by province, field and level of study, and sex. c) August 1984. d) Postsecondary Education Section, Statistics Canada; Education Support Branch, Department of the Secretary of State. e) D. Lynd, Education, Culture and Tourism Division, Statistics Canada, Ottawa, Ont. K1A 0T6.

E32 a) The relative importance of the manager's roles in different types of organizations: perspectives from the inside and outside. b) Students in administrative studies and top managers will be asked to assess the importance of ten managerial roles (Mintzberg, 1973, 1975). Student and management

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profiles will be compared, over the entire sample and by type of organization. Students' assessment of their preparedness for each role, and the role of university education in preparing them, will be determined. Managers will be asked to estimate the contribution made by a university education to new employees' performance of each role. c) June 1984. d) Wendy L. Josephson, Dept. of Psychology, University of Winnipeg; Nina L. Colwill, Fac. of Business Administration, University of Manitoba.

E33 a) Language competence of first-year French students. b) Students in French as a second language at the University of Winnipeg are given a test during their first class to determine their knowledge of either grammatical terms and concepts, if little previous knowledge of French is claimed, or of grammatical structures, if recent high school French instruction has been received. Test results are correlated with performance in university courses to determine whether familiarity with grammatical concepts is a significant predictor of success in university French courses. c) July 1984. d) B. Bendor-Samuel, French Dept., University of Winnipeg.

E34 a) Evaluation of the Alberta universities writing competence test as an entrance requirement to the Faculty of Education, University of Lethbridge. b) To determine whether selected quantitative measures of syntactic maturity are as effective as objective examination results and qualitative assessment in identifying suitable candidates. c) June 1985. d) M.J. Pollard, Fac. of Education, University of Lethbridge.

E35 a) Distance education for nurses: a cooperative approach. b) Numbers, geographic location, rate and type of participation and success rates of nurses involved in Athabasca University's transfer program in nursing are examined to identify and describe the participants, examine indices of success or failure, and establish goals for future developments. c) Fall 1984. d) Gail Crawford, Nursing Education, Athabasca University.

E36 a) Capilano College and international/intercultural education. b) Action plan why Capilano College should do something in the area of international education and cultural exchange and what it should do. Paper, 9 p. c) Feb. 1983. d) D.K. Jardine, Instructional Services, Capilano College, 2055 Purcell Way, North Vancouver, B.C. V7J 3H5.

E37 a) The legal rights and responsibilities of university students in Canada. b) The study will review legal proceedings up to January 1982 dealing with student matters and propose guidelines for university administrators. c) June 1984. d) G.J. Krivy, Registrar's Office, University of Calgary. f) Available from L.A. Towe, Association of Registrars of the Universities and Colleges of Canada, Registrar's Office, Brock University.

E38 a) ARUCC task force on student records. b) To develop guidelines regarding student records for use by ARUCC members: elements to include in such records, classification of data elements, notification of student of records held, access and release, transcript elements, retention and purging, security, and release of unidentified data for statistical reports. c) June 1984. d) W.R. Heath, Registrar's Office, University of Guelph; J.B. Salt,

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Student Records, University of Manitoba; Linda Christensen, Registrar's Office, McGill University. f) Available from L.A. Towe (see above).

E39 a) Predicting those students likely to change college major as well as those likely to drop out. b) Using a sample of students at three universities, the utility of a personality instrument (the Myers Briggs type indicator) to predict students who are likely to change major or drop out is being investigated. c) Sept. 1986. d) N. Uhl, Dept. of Education, Mount Saint Vincent University; J. Murphy, Dept. of Education, Dalhousie University.

E40 a) A sports psychology treatment package to improve performance in varsity women's artistic gymnastics. c) In progress. d) D.P. Johns, Fac. of Physical Education, University of Manitoba.

E41 a) Various surveys related to medical education in Canada - applicant study. b) Study of the evolution of the size of the applicant pool to Canadian faculties of medicine: characteristics of applicants and successful applicants. Characteristics studied include age, sex, home province, educational attainment, score on the Medical College Admissions Test, citizenship and language. c) Spring 1984. d) Eva Ryten, Association of Canadian Medical Colleges, 151 Slater St., Ottawa, Ont. K1P 5N1. f) Results to be published in ACMC *Forum* and in *Canadian Medical Education Statistics*.

E42 a) Etude exploratoire de la relation entre les métacognitions et leur utilisation spontanée et efficace chez les adultes. b) Etude de la relation entre les connaissances métacognitives (compétence) et leur utilisation spontanée et efficace (performance) en explorant la perception que les sujets (des adultes) ont de leur compétence à apprendre en cours de réalisation d'une tâche. Un inventaire de la perception de sa capacité d'apprenant, la réalisation d'une tâche d'apprentissage suivie d'une entrevue explorant les connaissances métacognitives et des tests de rendement sont les instruments utilisés. c) Sept. 1987. d) André-Jacques Deschênes, Nicole Marchand, Francine Landry, Louise Patoine et Jeanpierre Masson, Télé-université, Université du Québec, 214, ave. Saint-Sacrement, Québec (Qué.) G1N 4M6.

See also/Voir aussi:

A11 Some questions of balance: human resources, higher education and Canadian studies/Où trouver l'équilibre: ressources humaines, enseignement supérieur et études canadiennes.

A21 French studies in the undergraduate curriculum: a needs analysis.

A41 A fair shake: autobiographical essays by women associated with McGill University.

A58 Transfer arrangements in Alberta postsecondary education.

B12 Employment search experiences of 1982 and 1983 engineering graduates.

B26 Septième enquête auprès des bacheliers et bachelières de l'Université

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du Québec à Trois-Rivières: été 1980-hiver 1982.

B33 Post-graduation survey.

B38 ARUCC task force on equivalency of foreign credentials.

B42 Medical school enrolment and graduation, 1983-84.

B43 Survey of post-MD clinical training in Canada.

B50 Adult education survey.

C5 High school and university grades and related student quota issues.

C10 Teaching methods, student preferences and learning: more than meets the eye?

C17 Survey of baccalaureate graduates of the School of Nursing, University of Manitoba.

C48 Dimensions of quality in doctoral programs in education: perceptions of faculty members.

F26 La place de l'autonomisation et de la socialisation dans les programmes universitaires individualisés.

F27 Individualisation de l'initiation des étudiants télé-universitaires à la manipulation des périphériques informatiques.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

Adult learning; curriculum; off-campus instruction.

Education des adultes; programmes d'études; enseignement à l'extérieur du campus.

F1 a) Distance education "down under": the South Pacific situation. b) Brief study of distance education in colleges and universities in Australia, New Zealand and U.S.P. based on personal visits and published materials; some comparisons with the Canadian situation. c) Feb. 1984. d) W. Crowe, School of Business Administration, Lakehead University.

F2 a) University distance education in Canada. b) Illustrations of open university, outreach, extension and network modes of distance education are followed by a critical evaluation of these activities and suggestions for improvement. Paper 7 p. c) March 1983. d) W.A.S. Smith, Associate Vice-President (Academic), University of Calgary; J.S. Daniel, Concordia University; B.L. Snowden, Vice-President (Finance), Athabasca University.

F3 a) A review of distance education in Ontario universities. b) Description of current activity, assessment of demand and potential, and organizational alternatives for improved coordination and cooperation, including a simple cost model, a review of literature and a bibliography. c) 1983. d) W.A.S. Smith and B.L. Snowden (see above). f) Available from Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ont. M5S 2T4.

F4 a) Distance education graduate course. b) Development of two graduate courses in education to be delivered in a distance education mode, emphasizing print materials with audio-visual components and teleconferencing. c) May 1984. d) J. Davis, Ontario Institute for Studies in Education.

F5 a) Effective efficient reading: the use of teleconferencing for the continuing medical education of isolated specialists. b) Teleconferencing will be used to link together 12 or 15 isolated specialists, enabling them to study a course on the critical appraisal of data. c) Dec. 1984. d) M. Mishkel, Elizabeth Brain, D. Davis and Ann McKibbon, Program in Continuing Medical Education, McMaster University.

F6 a) Use of undetected simulated patients in the practice setting as a needs determining tool. b) Physicians will be exposed to a variety of simulated patient experiences. Data gained from these encounters will be used to develop a CME event, one day in length. c) Dec. 1984. d) V. Neufeld, G. Norman, H. Scholtens, D. Davis and Gail Gliva-McConvey, Program in Continuing Medical Education, McMaster University.

F7 a) Development of an annotated bibliography in continuing medical education: the impact of CME. b) Review of literature pertinent to CME and its effectiveness. c) In progress. d) D. Davis, L. Chambers, P. Tugwell, V. Neufeld, R.B. Haynes and Ann McKibbon, Program in Continuing Medical Education, McMaster University.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F8 a) Evaluation of formal CME. b) Review of the literature to determine the effective components of formal CME events. c) Dec. 1983. d) D. Davis, N. Henry, R.B. Haynes and V. Neufeld, Program in Continuing Medical Education, McMaster University.

F9 a) Distance education administration programs in Western Canada. b) Attempt to determine what is available now, what is planned and what future directions are for distance education administration programs at western Canadian universities. c) Sept. 1983. d) J. Carefoot, University Extension, University of Regina.

F10 a) Distance education in the Canadian North: a literature search for reports and activities. b) Annotated bibliography of existing literature. c) Sept. 1983. d) Gertrude Rosenberg. f) Available from Association of Canadian Universities for Northern Studies, 130 Albert St., Ottawa, Ont. K1P 5G4.

F11 a) A study of the effectiveness of continuing medical education in improving physician performance. b) Although family doctors play a very important role in determining the health of Canadian people, there is still considerable room for improving their knowledge and skill concerning the prevention, early detection and management of the major causes of death and disability. Effective CME could help greatly, but there is little evidence that presently available systems of CME, though costly, are effective in improving either patient office management or patient health. This study develops, field tests and evaluates more efficient and effective CME programs for family doctors which apply to office practice. Prevention, early detection and improved management of cardiovascular disease and cancer is the primary goal. c) Oct. 1985. d) Penny Jennett and O.E. Laxdal, Continuing Medical Education, University of Saskatchewan.

F12 a) Evaluation de certaines dimensions sociales et pédagogiques d'un enseignement à distance avec cours multimédiatisés. b) Après quelques années d'expérience d'enseignement multimédiatisé, on en a évalué certaines dimensions sociales et pédagogiques à l'aide de questionnaires adressés à 1200 étudiants qui avaient participé à ces activités. Les données recueillies révèlent le degré de satisfaction des participants et permettent d'apprécier les forces et les faiblesses de cette forme d'enseignement individualisé. c) Août 1984. d) Yolande Tremblay, Jean-Louis Plante, Yvon Bouchard et Sylvie Lavoie, Sciences de l'éducation, Université du Québec à Rimouski. f) Une communication (20 p.) sera publiée dans *Actes du colloque CIPTE*, Québec, nov. 1983.

F13 a) Evaluation of the Jonquière French immersion project. b) Encompasses the preliminary analysis of the situation and the design of a formative evaluation approach to the assessment of a program located on a site distant from the campus. Three phases: home-site administrative details, processes and problems; design of specifications for the evaluation of the program-site operation; accomplishment of the program evaluation. c) Oct. 1984. d) C.S. Bumbarger, D.A. MacKay and M.T. Nixon, Dept. of Educational Administration, University of Alberta. f) Results available from Alberta Advanced Education and Manpower, Edmonton, Alta. T5K 0L1.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F14 a) Evaluation study of alternative methods of delivering local government studies certificate programs. b) Development of an evaluation model, its application to the existing local government studies program at the University of Alberta, and recommendation of a preferred system for the future delivery of the program. The model's cost component has been computerized to allow maximum ease and flexibility in assessing the cost of each alternative. c) May 1984. d) W.H. Taylor, Continuing Education, University of Calgary.

F15 a) Development of a student performance information system at a distance learning university. b) Development of a computer-based student tracking system allowing faculty/tutors to monitor student progress through each course and to intervene when the system indicates potential problems. The system is particularly appropriate for an open enrolment, year-round registration, distance learning institution, since each student progresses through the course at his own rate and each student is thus at a different point in a course. c) May 1984. d) E.D. Rubin, G.S. Peruniak, L. Grant and D.W. Cowper, Athabasca University.

F16 a) Les acquis expérientiels. b) Projet de recherche sur le recyclage des garde-malades auxiliaires oeuvrant depuis plusieurs années à l'intérieur du programme de techniques infirmières (180.00). Le projet comporte trois phases dont la présente a pour but l'évaluation et l'actualisation du programme à une clientèle adulte. c) Juin 1984. d) Jean-Pierre Bhérer, Collège de St-Félicien, 1105, boul. Hamel, St-Félicien (Qué.) G0W 2N0.

F17 a) Evaluation des besoins de formation des propriétaires-dirigeants de PME québécoises. b) La recherche repose sur des données empiriques recueillies à l'aide d'un questionnaire semi-structuré auprès de 30 propriétaires-dirigeants de PME interviewés dans la région administrative 03 du Québec. c) Mai 1984. d) Bernard Garnier et Yvon Gasse, Fac. des sciences de l'administration, Université Laval.

F18 a) L'écriture collective: un modèle de recherche-action. b) Etude sur la participation des groupes d'éducation populaire à la rédaction d'une écriture collective. Enquête préliminaire auprès de 1000 groupes. Choix des 12 thèmes par les participants. Ecriture préliminaire présentée sur le vécu de l'organisation. Expérience d'écriture collective en groupe hétérogène utilisant trois méthodes: cyclo-écriture, écho-écriture et nucléo-écriture durant un colloque en décembre 1982. Evaluation des stratégies et de l'expérience des acteurs à travers les écrits des auteurs. c) Sept. 1983. d) André Morin et al., Fac. des sciences de l'éducation, Université de Montréal.

F19 a) The Open Learning Institute of British Columbia: a case study. b) Monograph describing the planning and operating procedures of the Institute. The rationale of its programs and curriculum, and of its course development, delivery and support systems is explained. Factual information on courses developed, students enrolled, media used, student support, etc. is also provided. c) Aug. 1983. d) J.F. Ellis, Fac. of Education, Simon Fraser University; I. Mugridge, Academic Affairs, Open Learning Institute, 7671 Alderbridge Way, Richmond, B.C. V6X 1Z9. f) DERG Papers no. 8, Open University, Milton Keynes, United Kingdom, 43 p.

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

F20 a) Continuing professional education for Ontario agrologists. b) To identify the level of interest in taking University of Guelph credit and non-credit courses, to identify which courses are of specific interest and use to members of the Ontario Institute of Agrologists, and to identify one or more learning-effective delivery systems appropriate to the educational needs of professional agrologists and agrologists-in-training in Ontario. c) Jan. 1983. d) Pam Dalseg, Extension Service, Memorial University; M.W. Waldron, University School of Part-time Studies and Continuing Education, University of Guelph. f) Monograph, University of Guelph.

F21 a) Quality assurance in adult and continuing education. b) To develop and assess priority directions for the maintenance and improvement of quality in adult and continuing education programs. c) August 1983. d) R. Carley, R.R. 1, Campbellville, Ont. L0P 1B0; M.W. Waldron (see above). f) *Canadian Journal of University Continuing Education*, Jan. 1984.

F22 a) Community profiles/student profiles/teaching manual for off-campus instructors. b) UWO's Faculty of Part-time and Continuing Education has a number of off-campus centres where live instruction courses and teleconference courses are offered. The manual acquaints instructors with the communities and student populations they are teaching and addresses some of the particular problems and strategies for distance education teaching, incorporating teaching and community awareness, pedagogical research and instructor development. Community profiles, student constituency profiles and sections on teaching techniques, teleconferencing, correspondence course design and marking, along with information on the administrative sides of teaching in off-campus centres are included. c) June 1984. d) Carole Farber et al., Part-time Studies, University of Western Ontario.

F23 a) Development of evaluation measures for distance education modes of course delivery. b) Foundational research into behaviors judged effective for distance education modes of course delivery, where the visual cues and face-to-face interaction are normally absent. Designed to parallel research into effective classroom teaching behaviors and into barriers to learning (or enhancements to learning) in a context where visual cues are present. c) Jan. 1985. d) Carole Farber et al. (see above).

F24 a) An examination of interactive videodisc cardiopulmonary resuscitation (CPR) instruction. b) Pilot project to begin marshalling evidence of the validity and reliability of an interactive videodisc system for use in community CPR education. A traditional experimental design model is used to examine pre-test, post-test and retention scores in relation to the instructional method (control-traditional, experimental - interactive videodisc). c) June 1984. d) Margaret Edwards and Kathryn Hannah, Fac. of Nursing, University of Calgary.

F25 a) Adult learning in the community voluntary association: a study of participating non-formal education in Atlantic Canada. b) Longitudinal study analysing several dimensions of adult non-formal education as found in community voluntary associations. A stratified random sample of 270 Altantic Canadian associations was selected from a universe of 3050. The study suggests that the

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associations provide a local and personalized learning environment for adults to acquire new knowledge and practice new skills, that those in associations with welfare goals tend to learn instrumental behavior and those in associations with leisure goals expressive behavior, and that the dynamic quality of associational learning makes the development of leadership inherent in all group skill building experiences. c) July 1984. d) J. Dobson, Dept. of Adult Education, St. Francis Xavier University. f) *Community Development Journal*.

F26 a) La place de l'autonomisation et de la socialisation dans les programmes universitaires individualisés. b) Le projet vise à déterminer dans quelle mesure l'autonomisation et la socialisation (les apprentissages sociaux) sont favorisées dans les programmes universitaires individualisés du Québec. Des entrevues structurées auprès de quatre groupes de dix étudiants inscrits à des programmes universitaires individualisés et auprès d'un groupe contrôle de dix étudiants inscrits à des programmes peu ou non individualisés dans quatre universités permettront d'apporter certains éléments de réponses à la question suivante: les programmes individualisés favorisent-ils mieux l'autonomisation et la socialisation que les programmes peu ou pas individualisés? c) Déc. 1984. d) Alain Dumbarry, Education permanente, Université de Montréal; Gilbert Leclerc, Education permanente, Université de Sherbrooke; Jean-Réal Nadeau, Sciences de l'éducation, Université Laval; Louise Sauvé, Télé-université, Université du Québec, 214, ave. Saint-Sacrement, Québec (Qué.) G1N 4M6.

F27 a) Individualisation de l'initiation des étudiants télé-universitaires à la manipulation des périphériques informatiques. b) Le projet consiste à comparer plusieures formules individualisées d'initiation à la manipulation des appareils informatiques pour les étudiants télé-universitaires inscrits à des cours qui font appel à l'informatique comme moyen d'enseignement. Les formules sont comparées sous trois aspects: le média utilisé pour l'enseignement, le type d'encadrement accessible pour l'étudiant et les coûts. L'intention est de remplacer la formule actuelle d'initiation (un enseignement de groupe) par une formule individualisée moins coûteuse en frais d'encadrement, satisfaisante pour les étudiants et au moins aussi efficace du point de vue de la performance. c) Avril 1984. d) Louise Sauvé, Pierre Gagné, Louis Villardier et Marcel Legros, Télé-université, Université du Québec, 214, ave. Saint-Sacrement, Québec (Qué.) G1N 4M6.

F28 a) Le matériel imprimé en formation à distance. b) Le projet porte sur différents aspects de la préparation et de l'utilisation des documents imprimés en formation à distance. Des études antérieures portaient sur la lisibilité linguistique des textes imprimés utilisés dans les cours de la Télé-université, sur l'accessibilité des textes pédagogiques s'adressant à des étudiants débutants dans une discipline, et sur les capacités d'adultes peu scolarisés à comprendre des textes de niveau universitaire. Les travaux en cours visent la rédaction d'un document-synthèse sur le matériel imprimé en formation à distance. c) En cours. d) Francine Landry, Télé-université (voir plus haut). f) Diverses communications: *La communication écrite dans les cours de la Télé-université*, 1982; *L'accessibilité du matériel pédagogique écrit au niveau universitaire*, 1983; *L'imprimé: un support privilégié* (en préparation).

See also/Voir aussi:

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

A4 The political role of a provincial continuing education association.

A27 Working model for a Canada-wide information service for the postsecondary sector - a feasibility study.

A28 Case study - British Columbia - higher education and the integration of a new technology.

A60 Providing university programs to people living in Northern communities in Alberta. Saskatchewan and Manitoba: three case studies.

A63 The problems of journal searching: the case of retrieving adult education evaluation articles.

B46 Trade and vocational enrolment survey.

B47 Continuing education survey.

B50 Adult education survey.

C2 Higher education and the promotion of lifelong learning.

C20 The use of audio-teleconferencing in university credit courses.

C42 An interdisciplinary education program for community health professionals.

C43 Native economic development and small business management training course - evaluation.

C57 Etude des effets d'un modèle de formation de type expérientiel sur l'apprenant adulte en soins infirmiers.

E35 Distance education for nurses: a cooperative approach.

E42 Etude exploratoire de la relation entre les métacognitions et leur utilisation spontanée et efficace chez les adultes.

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